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AUTHOR	Askvig, Brent A.; Garnes, Lori
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ABSTRACT

This manual presents an online course about peer coaching derived from the Interactive Peer Coaching/Mentoring (IPCM) Project, a program designed to prepare teachers of students with severe behavioral disorders residing in a rural, remote area in North Dakota. The IPCM project was conducted from July 1997 through July 2000 and developed an interdisciplinary program of courses that met North Dakota certification standards and university program standards. Since many of the trainees lived some distance from the university, it was necessary to develop an Internet-based peer coaching seminar. This manual presents student outcomes, assignments, reading, and grading guidelines in a syllabus. Then, general lessons are presented that address: (1) peer coaching terms and definitions; (2) the peer coaching model; (3) targeting effective teaching behaviors; (4) the ten-step peer coaching process, steps 1-6; (5) the ten-step peer coaching process, steps 7-10; (6) using the data to change your teaching behavior; and (7) using peer coaching. Each lesson includes objectives, assignments, and a summary. The entire set of Web pages is presented as a guide for future reference. (CR)

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ED 458 772

SPED 590

Peer Coaching Seminar

An Online Course about Peer Coaching

Summer, 2000

Brent A. Askvig, Ph.D.
Project Director

Lori Garnes, M.S.
Project Coordinator

This manual was developed by staff of the Interactive Peer Coaching/Mentoring Project for Preparing Teachers of students with Severe Behavior Disorders, a grant from the U.S. Dept. of Education to the ND Center for Persons with Disabilities at Minot State University (#H029A970144).

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Introduction

This online course was developed by Ms. Lori Garnes, Project Coordinator for IPCM. Since many of our trainees lived some distance from the university, we find it necessary to deliver our peer coaching content in a different format. This Internet course is the result.

The Peer Coaching Seminar was designed after Ms. Garnes participated in a university-sponsored faculty training program on Internet course development. For nearly four months she worked with training staff and other faculty to learn the basics about online course formatting and delivery. The underlying software for the course was called WebCT - a commercially available package for online classes. Once Ms. Garnes learned the system, she developed this class.

The reader will see that the basic structure of the Seminar is similar to other university courses. Student outcomes, assignments, readings, and grading guidelines are listed in a syllabus. Then, six general lessons are presented. However, several features unique to an online class are presented. Students could gain immediate access to the university library, online tutorials, course email, bulletin board and chat sessions, web search systems, and a course calendar with the click of the mouse. In addition, there are pulldown menus and a glossary for course terms.

The entire set of web pages is presented here as a guide for future reference. An evaluation of the course was conducted by project staff and is included in the final report of IPCM.

MSU Online

Welcome to SPED 590: Peer Coaching Seminar

Begin by reading the syllabus. Then you may want to explore this homepage and try out the online tools. After you have become familiar with the tools, start on the course contents.

Current Messages for Students

Instructions for new students:

Each of you will have a different level of comfort and ability with the internet. If you have never taken a course from Minot State University online, you should begin by going through the WebCT Student Tutorial (icon below). This is an optional lesson, but is critical if online courses are new to you. It will orient you to the electronic environment and will teach you how to use the course tools and communication systems. This course is developed in a program called WebCT, so e-mail, bulletin boards, and progressing through the course is different than other online formats you may have used. It is important to take some time to "play around" with all of the tool buttons before beginning the course so that you know how they work.

5-31-00 - A message for everyone. Last semester, several people had difficulty printing off the workbook pages. Here are a few hints:

**only print off the first 17 pages. Once you go beyond that, you are into the lessons.

**If you are still having difficulty, stop by my office, or send me an e-mail. I printed off a hard copy of the workbook and if all else fails, you can pick one up from me.

Course Contents

Course Syllabus

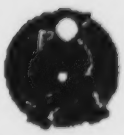
Course Calendar

Course Tools

Bulletin Board

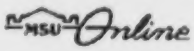
Mail

Resume Session

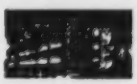


Online Student Tutorial

Compile



MSU Online



Gordon B. Olson Library

MSU Homepage

Internet Search via MetaCrawler

WebCT Tips
(Hidden)

Quiz Creation & Reporting
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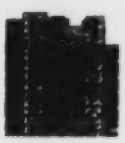

Library Workshop

Student View
stud/student
(Hidden)

[redacted] people got here before you!

[my WebCT]

SYLLABUS: SPED 590
Peer Coaching Seminar
Two semester credit hours

Instructor:

Ms. Lori Garnes
858-3139
Memorial 314
E-mail: garnesl@farside.cc.misu.nodak.edu

Office Hours: Meetings can be individually scheduled as needed.

Required Text:

None.

Required Materials:

Video tape - "Improving Your Teaching Through Peer Coaching" Produced by the IPCM Project through the North Dakota Center for Person's with Disabilities at Minot State University. The video tape is available through the IPCM Grant Project and you can get it by contacting Lori Garnes at the above phone number/e-mail address.

Course Description:

This course is designed to provide teachers with a method for improving their teaching effectiveness. Through participation in this course you will learn what peer coaching is and how to use it in your classroom.

Teaching Strategies:

Students enrolled in the Peer Coaching Seminar will be involved in the following types of activities:

- Online reading
- Internet searches
- Online discussion
- Bulletin board participation
- E-mail assignments
- Independent assignments

Student Outcomes:

Upon completing this course, students will:

1. Summarize and discuss with classmates the Peer Coaching Model used in this seminar on the course bulletin board.
2. Compare the model used in this seminar with other peer coaching models. Discuss ideas with classmates on the course bulletin board.
3. Describe at least three personal advantages to using peer coaching.
4. Identify three types of classroom environments.
5. Identify three potential teaching contexts within each classroom environment.
6. Conduct an internet search on components of effective teaching and classroom management techniques and share ideas and resources with classmates on the course bulletin board used in this course.
7. Analyze a personal teaching situation and describe a "problem" identified within that situation.
8. Identify student outcomes which would indicate that teaching is effective.
9. Write three outcome statements which meet the criterion (measurable, observable, and describe positive student classroom behavior)
10. Describe and discuss the ten steps of the peer coaching process.
11. Use student outcome statements provided, which describe various situations, to design/describe data collection systems which will indicate whether student outcomes are met for each scenario given.
12. Generate statements which would eliminate judgment in a conversation.
13. Identify resources for learning new skills to use in the classroom. Sources will include, internet resources, experts in the field, using "help lines" online, and print materials.
14. Use the resources identified to generate solutions for classroom management issues and improve teaching effectiveness.
15. Complete one peer coaching experience in a real classroom situation.
16. Summarize and evaluate the peer coaching experience.
17. Describe how you will change your teaching approach based on the peer coaching experience.

Assessment of the Student's Performance:

Evaluation of student performance will be based on a total point basis of assignments and projects as listed below:

Items	Points
article review	20
bulletin board discussion regarding articles	10
choosing your student outcome statements	20
describing measurable behaviors	30
writing student outcome statements	40
eliminating judgment	20
bulletin board post - sharing web sites	15
bulletin board post - "help line"	5
responding to classmate posts - help line	15
summary of research results	50
final peer coaching project	100
Total	**325**

Grading Scale

A	325 - 292	90%
B	291 - 260	80%
C	259 -227	70%
F	226 & below	

Your instructor for Peer Coaching Seminar is Lori Garnes

Hi! I am the Project Coordinator for the Interactive Peer Coaching/Mentoring Program through the North Dakota Center for Persons with Disabilities at Minot State University. I have been in the field of special education for 15 years and I teach graduate and undergraduate classes for the special education department at Minot State University.

You can e-mail me at garnesl@farside.cc.misu.nodak.edu

A note from your teacher...

Using an online format for class presents a unique set of problems. I am most concerned that this be a positive experience for each of you! The best way to make sure this course is meeting your needs, is for me to have **lots** of input from you. Even though we may not ever meet face to face, keep in mind that your teacher is a real person, and so are your classmates. I am always available to give you extra help when you run into trouble. You can send me an e-mail, or you can call me at (701) 858-3139. If you are in the Minot area, you can schedule a personal meeting. I am at MSU Memorial Hall 314.

Don't hesitate to contact me. I expect every one of you will have questions at some point. I want to make this is a pleasant experience. The calendar, which is available on the home page, has all of your due dates and timelines outlined. **Check the calandar regularly** to make sure that you are staying on track with the rest of the class, and ensure that you will get full credit for taking this class.

Course Requirements

This MSU Online course is a two credit graduate level course

- There is no text book required for this class.
- You will need to purchase the video tape, "Improving your Teaching Through Peer Coaching (at cost throught the MSU bookstore. Made available by the IPCM Project.)
- All of your work will be completed online.
- You need to complete the lessons and assignments as scheduled.
- Your grade will be determined based on performance on assignments and a final project
- You will be working with other classmates who are taking this class at the same time. You need to follow the timelines provided in the student calandar

New Events

January 2000

Date	Event
~~January 11~~ Oct. 30	1. First day of class - Welcome!!!
~~January 16~~ Nov. 3	1. You should have started working on the course by now.
~~January 26~~ Nov. 10	1. You should have half of the articles for lesson 1 read by now.
~~January 31~~ Nov. 17	1. **Assignment for lesson one due** Make first post on the bulletin board

February 2000

Date	Event
~~February 2~~ Nov. 21	1. **Respond to classmate bulletin board posts ~~for additional points~~
~~February 21~~ Nov. 27	1. **e-mail assignment for lesson 3: page 6 due

March 2000

Date	Event
~~March 6~~ Dec. 8	1. **e-mail assignment for lesson 4: page 7 due - remember there are two parts.
~~March 13~~ Dec. 15	1. **revisions for lesson 4: page 7 due
~~March 20~~ Dec. 22	1. **e-mail assignment for lesson 5: page 6 due
~~March 27~~ Dec. 29	1. **post web sites for lesson 6: page 2 by today

April 2000

Date	Event
~~April 3~~ Jan. 5	1. ** contact an expert (lesson 6: page 3)
~~April 10~~ Jan. 19	1. ** use class help line this week (lesson 6: page 4)
~~April 17~~ Jan. 26	1. ** e-mail assignment for lesson 6: page 8 due
~~April 24~~ Jan. 30	1. start your final project, if you haven't done so already.

May 2000

Date	Event
~~May 1~~ Feb. 28	1. ** Your final peer coaching report due.

[redacted]

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1. Peer Coaching Workbook

Peer Coaching Workbook

The following pages contain reference materials and worksheets to help you through this course. The workbook section is design so that you have "hard copy" pages to accompany the computer text. You should proceed through the workbook pages and make a hard copy of each one. You may want to keep these pages in order and put them in a binder. The pages are in the order in which they are required for the course.

I suggest that you do this before beginning the first lesson, which is "Peer Coaching - What is it?". The workbook pages are not likely to make sense to you yet, but as you through the course you will understand them.

Your first assignment is to print out a hard copy of your workbook. When you are ready you can go to the first lesson.

1.1. Workbook - Cover Sheet

Sped 590:
Peer Coaching Seminar

workbook

1.2. Peer Coaching Terms

Peer Coaching
Terms and Definitions

Peer Coaching:

Peer coaching is a process where one teacher forms a partnership with another teacher for the purpose of observing, recording, and providing feedback on teaching behaviors. When teachers form these partnerships, one teacher is invited into the classroom to observe the other teacher and give feedback, which gives the teacher being observed important information about what is happening in the classroom.

Peer Coaching is NOT a judgmental process!!!

The teacher who invites another teacher into her classroom decides what her partner will look for. It is not left to the teacher who is doing the observing to make decisions independently. The teacher who is asked to come into the classroom to observe actually serves as another "set of eyes"; someone who can watch everything that is going on in the classroom.

During this peer coaching process, you and your partner trade roles so that each of you is

the observer and the observed.

Coach:

The teacher who is invited into the classroom to observe. The coach acts as a facilitator for the process.

Coachee:

The teacher who invited the coach into the classroom. The coachee guides the process.

1.3. The Ten Steps of Peer Coaching

The ten steps of Peer Coaching

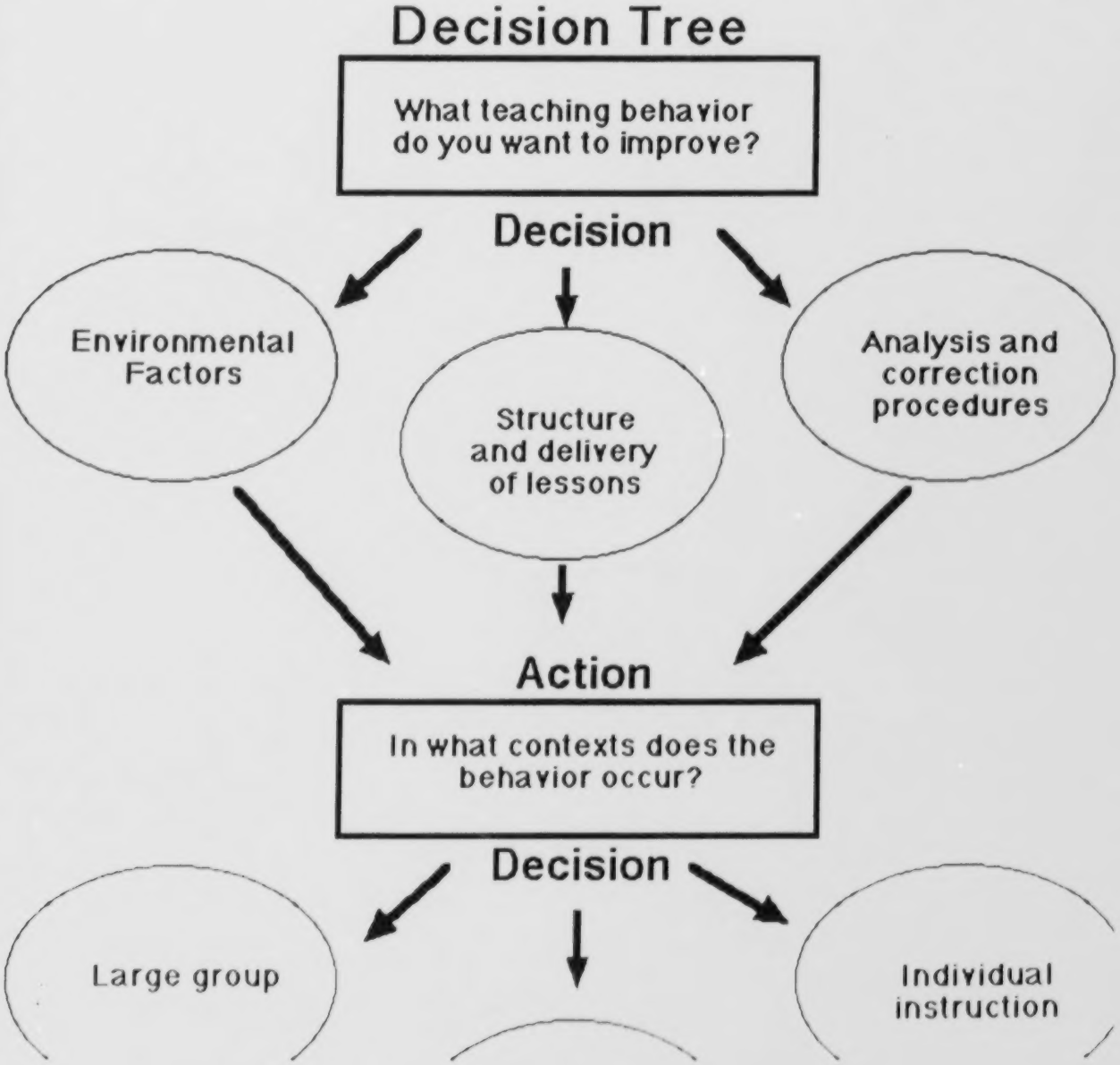
1. Make a partnership.
2. Determine your role with your partner.
3. Collaborate with your partner about which teaching behavior to target.
4. Define measurable student outcomes which would indicate that your teaching was effective.
5. Brainstorm data collection systems for measuring whether the student outcome was met.
6. Design the actual data collection sheets to be used.
7. Set date, time and place for the observation.

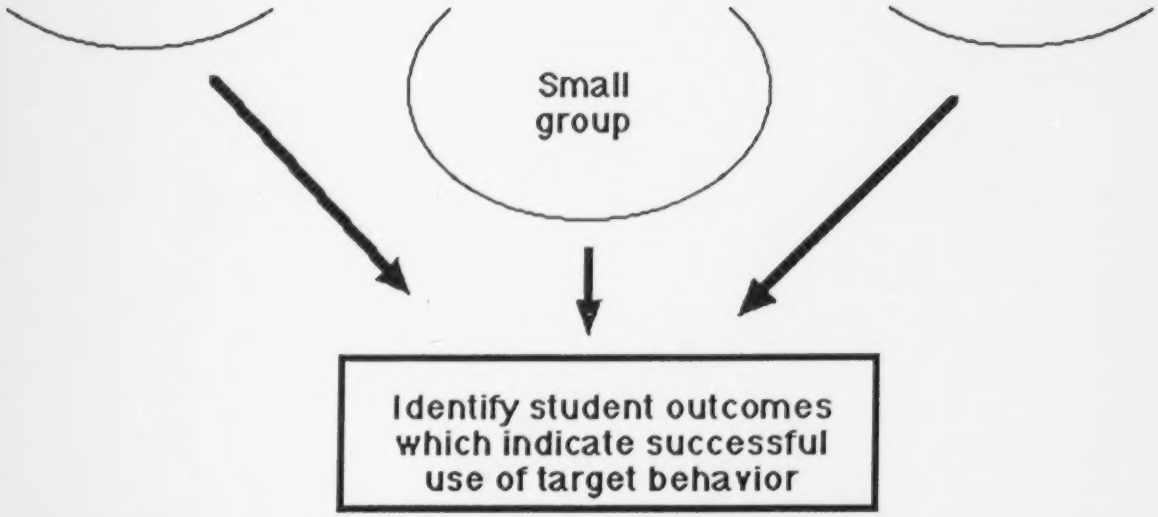
8. Observe the classroom and collect data.

9. Share the data collected with your partner.

10. Use the data to change your teaching and become a more effective teacher.

1.4. The Decission Tree





1.5. Matrix for Effective Classroom Management

Matrix for Effective Classroom Management

The Classroom Environment	Structure and Delivery of Lessons	Analysis and Correction Procedures

	Good Content Delivery Strategies	Remedial Delivery Strategies	
Classroom Procedures	Clear Directions	Responsive Lesson Adjustment	Evaluate Student Progress
Rules	Cuing/Attention Prompts	Intervene in "Off Task" Behavior	Adjust Lesson Plans
Classroom Arrangement	Corrective Feedback	Correction Procedures	Plan to use Behavior Modification Techniques
	Monitoring	Physical Proximity	

1.6. Worksheet - Lesson 1: page 4

Worksheet for Lesson 1: page 4
Summary and Assignment

directions: I have set up a "thread" on the course bulletin board called "Lesson 1". Go to the bulletin board and post your answers to the following questions:

1. Give a brief description of yourself, i.e. how long have you been teaching, what grades/subjects do you teach, why you decided to participate in this class, or anything else you fell comfortable sharing.

2. Have you ever used peer coaching before? If so, what was your experience like?

3. According to the readings, what are the advantages/disadvantages of peer coaching and how do you expect peer coaching to be helpful to you?

You will receive 20 points for posting your answers to these questions.

1.7. Worksheet - Lesson 3: pages 2, 3, & 4

Worksheet for Lesson 3: pages 2, 3, and 4

First consider a teaching situation you have experienced. Make a list of "problems" that you have encountered. Second, translate each "problem" into a statement of teaching behavior. Next, describe the teaching contexts.

Problem #1:

Translation:

Problem #2

Translation:

Problem #3

Translation:

Teaching contexts:

1.8. Worksheet - Lesson 3: page 6

Worksheet for Lesson 3: page 6

Summary and assignment

Now that you have had a chance to practice using the decision tree, choose one "problem" that you would like to target.

1. Describe the problem

2. Translate the problem into a "teaching behavior"

3. Describe the teaching contexts

4. Write a student outcome statement

Submit your assignment to me via e-mail. I will provide feedback, and once we are both satisfied with your plan, you will receive 20 points.

1.9. Worksheet - Lesson 4: page 2

Worksheet for Lesson 4: page 2

Teachers you would like to ask to be your peer coaching partner

1.10. Worksheet - Lesson 4: page 5

Worksheet for Lesson 4: page 5

Make the following observable behaviors measurable. You will need these answers for the assignment at the end of this lesson.

remain on topic -

follow the rules -

use a normal, moderate speaking voice -

take turns -

1.11. Worksheet - Lesson 4: page 7 - part 1

Worksheet for Lesson 4: page 7

Part 1: Design data collection sheets for the following behaviors and send your description of the data collection system to me via e-mail:

1. look - every student will look in the direction of the board when the teacher writes instructions on the chalkboard.

2. make eye contact - During the class discussion, very student will look at the person who is speaking for the duration of the person's comments.

3. wait to be called on - Every student will wait until the teacher calls on him/her by name before making comments or asking questions.

4. remain seated - Every student will remain in his/her seat for the duration of the class period.

5. follow directions - When the teacher gives directions, every student will correctly complete every step without asking other classmates for clarification.

6. ask questions - During the lesson, at least 3 students of 15 will ask thought provoking questions (such as: why...?, do you think...?, is that the same as...?), which are appropriate to the topic.

Each item is worth 5 points each. I will provide feedback and you can revise your data collection systems until you are satisfied with your score. You can turn in revisions until up to one week after the original due date for this assignment. Consult the course calendar on the home page for due date.

1.12. Worksheet - Lesson 4: page 7 - part 2

Worksheet for Lesson 4: page 7

Part 2: Use the following observable behaviors. (A) Make these behaviors measurable, and then (B) design data collection sheets for each and send your description of the data collection system to me via e-mail:

1. remain on topic -

A.

B.

2. follow the rules -

A.

B.

3. use a normal, moderate speaking voice -

A.

B.

4. take turns -

A.

B.

Each item is worth 10 points each. I will provide feedback and you can revise your data collection systems until you are satisfied with your score. You can turn in revisions until up to one week after the original due date for this assignment. Consult the course calendar on the home page for due date.

1.13. Worksheet - Lesson 5: page 5

Workbook page for Lesson 5: page 5

Make a list of journals, experts, and other resources that you could use to get ideas for new strategies to use. This list is for future reference and will be used in the next lesson.

Journals:

Experts:

Web sites:

Other:

1.14. Worksheet - Lesson 5: page 6

Worksheet for Lesson 5: page 6

Read the following scenario.

Ms. Larson was running late. It had been a busy morning and her mind was on all of the paperwork she had to complete this week. It was just one of those days when everything seemed to be a little off kilter.

She raced into her first class of the afternoon, just ahead of the bell. It was freshman English and she had a great lesson planned. The students quickly went to their seats and waited for the lesson to begin. Ms. Larson went to get her planning book, which had all of her materials. It was not on the desk where she thought she

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had left it. She began digging through her bag. No planning book. She looked through the stack of papers she had left on the counter to be graded. No planning book.

As Ms. Larson ran frantically around the room looking for the precious book, the students began to chat among themselves. Ms. Larson, unruffled (mostly), told the students to calm down and take a few moments to edit the drafts of their latest paper while she looked for her materials. The students got out their papers, but realizing that Ms. Larson was off schedule and not prepared, they took advantage of the situation to begin quiet chit-chat, pass notes, and giggle softly.

Ms. Larson decided that she could begin the lesson without her planning book. As she walked around her desk to take her place at the front of the class, she spotted her planning book on the floor in front of the desk. It had fallen off.

Ready to begin, Ms. Larson told the students to put their papers away so that she could begin class. As she started to explain the lesson, one of the students raised his hand and asked, " How long are our papers supposed to be?" Ms. Larson patiently told the student that the paper needed to be ten pages, typed. She then redirected the students to the lesson of the day.

Another student raised her hand. When called on, the student asked, "but that's ten pages, double spaced, right?" Ms. Larson agreed and tried to begin the lesson. Another student raised his hand and asked, "Does spelling count?" Before she could answer, several students laughed and another student said, "What do you think? This is an English class!" The room started to get noisy. Students began talking about the question to each other and laughing. Other students began calling out questions about the writing assignment.

Ms. Larson's voice was at a higher volume. "OK class. Settle down. We have things we need to do today. We will talk about your papers again tomorrow, but today we need to get to the lesson."

Gradually the students began to focus their attention. As the lesson progressed, the students became more and nore interested, and in the end, the lesson went the way that Ms. Larson had hoped. She just wished it had had a better start.

Assignment:

If you had been in the classroom and quietly observed this scenario, list five comments you might make to Ms. Larson which could be considered judgmental. Then convert these statements to non-judgmental comments. When you are ready, email your answers to me.

5 comments which could be considered judgmental:

5 nonjudgmental comments:

1.15. Planning Sheet for Final Project

Peer Coaching Experience
Planning Sheet

Description of the Problem

Targeted Teaching Behaviors

Student outcome statement - which is observable and measurable

Sketch of data collection sheet

1.16. Follow-up Sheet for Final Project

Peer Coaching Experience
Follow-up Sheet

Summary of the data

Resources used to investigate new strategies

Description of how you will change your teaching approach based on the peer coaching experience

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2. Lesson 1: Peer Coaching: What is it? (pg. 1)

Lesson 1: Peer Coaching - What is it?

Why teachers need to use peer coaching:

All children demonstrate challenging behaviors at one time or another. Not all children have behavior disorders or serious emotional disturbance, but student conduct and classroom management is an ongoing problem that teachers face. Effective classroom management strategies are critical to teachers.

Teachers who use effective classroom management techniques enhance their teaching and improve student learning. It is important to consider the critical features of classroom management; 1) the environment of the classroom, 2) the structure and delivery of the lesson, and 3) the ability to analyze and correct teaching behavior when it is not effective.

The first line of defense in teaching is to have a classroom that is conducive to learning. Students require an environment that is structured and distraction free. Secondly, the organization and content of lessons must be clear and understandable to students. The identification of specific student outcomes for each lesson, and high quality delivery of lessons by the teacher provides this structure. Thirdly, teachers must develop corrective action plans to use when proactive teaching strategies fail. This requires teachers to evaluate effectiveness of teaching and interventions and develop remedial plans for teaching lesson content or addressing student conduct problems.

North Dakota teachers consistently identify classroom management as a top training need. A survey of Education and Training Needs of Teachers, conducted by the North Dakota Department of Public Instruction in 1995, indicates that 74% of general education teachers and 78% of general education administrators identified "learning to manage the instructional strategies and adaptations necessary to meet needs of students within the regular classroom (low achievers as well as high achievers, behavioral concerns, etc.)" as their greatest need. A 1998 Survey of Current Needs for Managing Behavior and Discipline Problems indicates that teachers across the state of North Dakota believe that they need to "develop knowledge and experience to address individual student needs." One third of professionals surveyed selected peer coaching as the preferred method to gain these skills.

This course is designed to address these issues by using a process called "peer coaching"

Introduction to peer coaching:

Peer coaching is a process where one teacher forms a partnership with another teacher for the purpose of observing, recording, and providing feedback on teaching behaviors. When teachers form these partnerships, one teacher is invited into the classroom to observe the other teacher and give feedback, which gives the teacher being observed important information about what is happening in the classroom.

Peer Coaching is NOT a judgmental process!!

The teacher who invites another teacher into her classroom decides what her partner will look for. It is not left to the teacher who is doing the observing to make decisions independently. The teacher who is asked to come into the classroom to observe another teacher actually serves as another "set of eyes"; someone who can watch everything that is going on in the classroom.

Often, a teacher is busy trying to focus on several different issues at the same time. It is not possible to teach children AND notice all of the student actions at the same time. A peer coach can help watch and analyze what the students are doing.

Within a partnership, the teachers trade roles so that the teacher who is observing this time, will be the person being observed next time. This reciprocal relationship should ensure that the teachers are not judgmental in their approach. Both teachers get the opportunity to be observer and observed.

Lesson Objectives:

After completing Lesson 1, you will be able to:

1. Summarize and discuss with classmates on the course bulletin board the Peer Coaching Model used in this seminar.
2. Compare the model used in this seminar with other peer coaching models. Discuss ideas with classmates on the course bulletin board used in this course.
3. Describe at least three personal advantages to using peer coaching.

2.1. Overview of the literature (pg. 2)

Lesson 1: page 2

What the literature says about peer coaching:

Historically, training needs for teachers have been addressed through inservice training. Unfortunately, geography and budgets of rural school districts make the provision of high quality inservice training problematic. Inservice for rural teachers usually employs an ineffective one-shot, no-follow-up model. An expert is imported at great expense, and presents a one or two day workshop for teachers. The literature suggests that these expensive pep-talks have little or

no impact on teacher behavior and student learning.

In order for teachers to gain a new skill and incorporate it into the classroom, they need demonstration, feedback and practice. (Stroble & Lenz, 1990). Peer coaching is a strategy in which teachers are paired with other teachers for the purpose of observing each other in the classroom. Then, based on the results of that observation, the teachers assist each other to develop or improve their instructional skills, which in turn has been proven to increase teacher effectiveness (Hasbrouck & Christen, 1997).

Peer coaching is an effective inservice model for teachers at all experience levels making it attractive for use with preservice, novice and seasoned teachers. It reinforces teaching behaviors that are effective and extends the use of best practice. Teachers are able to expand their understandings of what techniques work and why. More importantly, peer coaching uses a positive, non-judgmental approach for correcting less effective teacher practices by allowing the partners to consider, research and practice additional teaching methods. Highly skilled teachers benefit by having the opportunity to observe and practice newer, research-based techniques (Hasbrouck & Christen, 1997).

The peer coaching inservice model has been shown to be a cost-effective approach to rural inservice. The peer coaching model is supported by solid research that indicates that schools implementing this approach have improved both instructional quality and student outcomes.

Introduction to the Peer Coaching Model

The model used in this class is a compilation of several established and effective Peer Coaching Models. All techniques employed in this model are based on techniques that have been proven effective in established peer coaching practice.

This model employs a three step process which includes:

- initial training on what peer coaching is and how it works,
- pairing teachers for coaching activities, and
- participating in peer coaching activities.

Assignment:

It is important for you to understand what peer coaching is before you can begin to use it. For this reason, your assignment is to go to the literature to see what other experts say about the process.

I have reserved six articles online at the Minot State University, Gordon B. Olson Library. You can access these articles through the "E-RES" system. (E-RES stands for electronic reservation).

You can click on the E-RES icon located on the button bar at the top of this page. When you click on the icon it will take you to the listing of courses by instructor. Click on **Garnes** to get to the articles.

You can also access these articles by going to the Gordon B. Olson library (you can get there from the button on the home page), going to the E-RES section and locating the instructor name (Garnes) on the list.

The password for getting into the articles is

peer

Read all six articles. Later in this lesson, you will be asked to summarize and discuss these articles with your classmates on the course bulletin board, so you may want to print out these articles or make notes for yourself.

After you have read all six articles, go to the next page.

2.2. The Peer Coaching Model (pg. 3)

Lesson 1: page 3

The Peer Coaching Model

Now that you know more about the various ways in which peer coaching has been used, you are ready to learn how we have adapted these models for use in this class.

We use a ten step process which guides you through the entire peer coaching experience. These steps are:

The Process:

1. Make a partnership
2. Determine your role with your partner
3. Collaborate with your partner about which teaching behavior to target.
4. Define measurable student outcomes which would indicate that your teaching was effective.
5. Brainstorm data collection systems for measuring whether the student outcome was met.
6. Design the actual data collection sheets to be used.
7. Set dates, times, and places for the observation
8. Observe the classroom and collect data
9. Share the data collected with your partner

10. Use the data to change your teaching and become a more effective teacher.

Lesson Text:

As you can gather from your reading, most peer coaching strategies described in the literature give teachers a list of items to watch during the observation. One of the biggest differences between other models and this model is that the teacher (you) need to analyze and evaluate what is currently going on in your classroom. You decide what your concern is and then structure the peer coaching experience around your specific concerns.

For this model, we have targeted classroom management issues as a focus. We define classroom management as students attending to the lesson, completing the required work, not interfering with other students' learning experiences, and meeting the specific objectives the teacher (you) designed for the lesson.

Because this model is designed to be flexible to your unique needs and classroom situations, the model is to be used as a guide to help you analyze your specific classroom/teaching situation and to evaluate your teaching effectiveness. In some respects, this model is more difficult to use than many other models, but in the long run, the information gathered is more practical and specific to you and your students.

There will be a detailed description of each step in later lessons. In order for the process to make sense, first you need to learn more about classroom management and about how to write student outcome statements. The next two lessons in this course will deal with these issues, and then we will move on to discuss the steps in more detail.

2.3. Summary and Assignment (pg. 4)

Lesson 1: page 4

Summary and Assignment

I have set up a "thread" on the course bulletin board called "Lesson 1". Use the page in your workbook for Lesson 1: page 4 to prepare your answers so that you can organize your thoughts before posting your answers. In order to get to the correct "thread", you must **go to the home page** for this course. Post your answers to the following questions:

Special Instructions - When you click on the "bulletin" icon on the home page, you will see a screen which tells you if you have any new and unread messages on the bulletin board. I have set up the "thread" for each assignment in the "forum" section. There is a strip along the left side of the screen and one of the options is "forum". In order to post your answers to the correct thread:

1. click on the word forum
2. a listing of every thread will appear
3. click on the appropriate title
4. click on compose (on the strip on the left) to write a new posting

1. Give a brief description of yourself, i.e.. how long have you been teaching, what grades/subjects do you teach, why you decided to participate in this class, or anything else you feel comfortable sharing.

2. Have you ever used peer coaching before? If so, what was your experience like?

3. According to the readings, what are the advantages/disadvantages of peer coaching and how do you expect peer coaching to be helpful to you?

You will receive 20 points for posting your answers to these questions.

You will receive an additional 10 points for commenting on or discussing your classmate's responses. You must respond to at least two classmate answers. You will probably have to wait a day or two after posting your answers and check back with the bulletin board so that you can see everyone's answers.

Your postings may be conversational and you should feel free to take this opportunity to get to know each other. I have also made a second "thread" available on the bulletin board called "Class Chat" in which you can share teaching strategies or ask for help from your colleagues. I know that each of you has a great deal of expertise and have a wealth of information to share. Go to the "Class Chat" often and get to know each other and share your wisdom. I will check in regularly and put in my two cents as well.

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3. Lesson 2: Classroom Management Techniques

Classroom Management Techniques

Teaching students effectively is the goal of every teacher. It is important that students learn the information and material which will prepare them to be successful and productive adults. Schools spend a great deal of time and energy selecting appropriate curriculum for students. Schools have systems in place to test student knowledge to ensure that they are learning the material and that earning a high school diploma means that the student can demonstrate competency in academic areas.

When students are not able to meet the criteria the school sets, teachers struggle to determine how to increase student learning. Strategies used to increase student learning should include a careful analysis of classroom management issues.

There are many reasons why students don't learn in school. In order to simplify this complex issue, we have taken a simple look at classroom management and how issues impact student learning.

The process of planning what to teach, how to present the material, getting the students to pay attention to the lesson, and giving students the information in such a way that they can use it in everyday life involves a fairly consistent system of evaluation and preparation.

The important components of this process involve the analysis of four specific aspects of teaching. Teachers must consider the impact of 1) the classroom environment, 2) the structure and delivery of lessons, 3) analysis and correction procedures.

Lesson Objectives

After completing this lesson, you will be able to:

1. Identify three types of classroom environments.
2. Identify three potential teaching contexts within each classroom environment.
3. Conduct an internet search on components of effective teaching and classroom management techniques and share ideas and resources with classmates on the course bulletin board used in this course.

3.1. The Classroom Environment (pg. 2)

Lesson 2: page 2

The Classroom Environment

When we look at strategies to manage the classroom, we look at three different areas. These are represented on the Matrix for Effective Classroom Management.

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Spend a few moments reviewing this chart.

Matrix for Effective Classroom Management

The Classroom Environment	Structure and Delivery of Lessons		Analysis and Correction Procedures
	Good Content Delivery Strategies	**Remedial Delivery Strategies**	
Classroom Procedures	Clear Directions	Responsive Lesson Adjustment	Evaluate Student Progress
Rules	Cuing/Attention Prompts	Intervene in "Off Task" Behavior	Adjust Lesson Plan:
Classroom Arrangement	Corrective Feedback	Correction Procedures	Plan to use Behavio Modification Techniques
	Monitoring	Physical Proximity	

Now, let's look carefully at each area.

The Classroom Environment means the physical and social structure of the

classroom. Every classroom has a different look and feel. When considering the environment of the classroom, you need to take into account what the room looks like. Are there bright colors and bulletin boards or is the room calming? Are students seated in rows or in groups? Is the teacher's desk at the front of the classroom? Can students see the materials being presented? Where do students store their materials?

You must also consider the feel of the classroom. Are there classroom rules and routines in place? Do the students know the rules and routines, and follow them? Are students encouraged to ask questions? How much noise is tolerated in the classroom?

3.2. Structure and delivery of lessons (pg. 3)

Lesson 2: page 3 Structure and delivery of lessons

Good content and delivery strategies involves the planning and preparation the teacher takes when preparing lessons.

1. Does the teacher have overall goals for student learning?
2. Does the teacher have specific goals and objectives for each lesson which is taught?
3. Has the lesson been thoroughly planned?
4. Did the teacher plan adequate examples and non-examples of the new information being presented?
5. Are materials used in the lesson clear and understandable to the students?
6. Does the teacher check student learning constantly throughout the lesson?

If you, as the teacher, don't plan well and make sure you are prepared for the lessons you are teaching, students will not be able to learn.

3.3. Analysis and correction procedures (pg. 4)

Lesson 2: page 4

Analysis and correction procedures

Every teacher must have the ability to identify, while the lesson is being delivered, which students are not learning and to take immediate action to modify the lesson or classroom environment to increase student learning. The teacher needs to continually ask the questions "Are the students learning this material?" and "If not, why not?" Some specific questions the teacher may ask include:

1. Are the students paying attention?
2. Do they understand the questions being asked?
3. Do they know how to respond?
4. Are they learning?

Attention: Being responsive to student needs requires that the teacher is aware of what is going on in the classroom. Teachers need to know whether students are paying attention to the lesson, or whether they are paying attention to the note that someone passed to them, or the electronic game they brought to class, or thinking about what they will do after school today.

Materials: Teachers need to know what the students have learned and how well they have learned it. Teachers need to be aware of whether students can see and learn from the materials the way that they are presented; whether the student at the back of the room can see the chalkboard or overhead; whether they learn best from visual material or auditory material; whether they have the background knowledge needed in order to benefit from the lesson.

Remediation: Teachers must also have the ability to analyze what each student learned from the lesson and to develop remedial plans for those students who need additional instruction or intervention in order to meet the lesson objectives. The teacher needs to determine why the student did not learn the material and develop a plan for how to re-teach the material. If the student needs additional practice in order to become proficient, the teacher can provide this practice. If the student was unable to learn because of attention or conduct problems in the classroom, the teacher will need to develop a plan for addressing and correcting these problems so that the student will benefit from the classroom experience. Generally, this analysis of why students don't learn will lead the teacher to change something about the classroom environment, delivery and content of the lessons, or strategies to assist the student as the lesson is in progress.

Look at the "Classroom Management Matrix" again. The matrix is the visual representation of these issues and several types of considerations for each category.

3.4. Summary and Assignment (pg. 5)

Lesson 2: page 5

Summary and Assignment

Teachers tend to be most concerned about student conduct in the classroom. Most teachers feel comfortable with lesson preparation, but can feel ineffective when the lesson does not go as planned. There are many strategies which can be highly effective in guiding teachers through the process of identifying and modifying lessons to ensure that students learn.

Because every teacher, student and classroom is unique, it is impossible to provide guidance for every issue a teacher faces regarding classroom management. Therefore, it is important to also have a strategy for constantly learning new classroom management techniques to address the specific issues each teacher faces.

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There are many methods of gaining new information. Becoming a member of a professional organization for teachers can be a tremendous resource. These organizations provide information on the newest and most effective techniques. Often, professional organizations publish journals which come out monthly or quarterly. There is usually a network set up within these organizations which provides members with the opportunity to contact other professionals to exchange ideas.

There are also many resources online which can be helpful in developing new strategies.

Assignment

Conduct and internet search to research strategies which would address classroom management issues discussed in this lesson. Keep the Matrix for Effective Classroom Management in mind and look for techniques which would help you to improve the classroom environment, your structure and delivery of lessons, and your ability to analyze and correct student behavior.

This is a NON-GRADED assignment. You will need these web site addresses for an assignment in lesson 6, so hang on to them for awhile.

You can start with some of my favorite web sites.

The Council for Exceptional Children
http://www.cec.sped.org/

The BIG PAGES of Special Education Links
http://www.mts.net/~jgreenco/special.html

Interactive Peer Coaching/Mentoring Project Home Page
http://www.ndcd.org/ndcpd/projects/ipcm/

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4. Lesson 3: Targeting Effective Teaching Behaviors (pg. 1)

Lesson 3: page 1

Lesson objectives:

After completing this lesson, you will be able to:

1. Analyze a personal teaching situation and describe a "problem" identified within that situation.
2. Identify student outcomes which would indicate that teaching is effective.
3. Write three outcome statements which meet the criterion (measurable, observable, and describe positive student classroom behavior)

Targeting Effective Teaching Behaviors

Probably the most difficult part of using this peer coaching model is selecting which aspect of teaching you want to target and then developing a student outcome statement which matches that teaching aspect. The reason this is so difficult is that it involves professional judgment. You have to believe a basic premise that

what you do as a teacher directly impacts how well your students learn.

If you change what you teach and how you teach, you will actually see, in observable and measurable ways, what the students have learned.

An example might be:

Ms. Larson is a high school English teacher. She uses innovative teaching methods learned by attending seminars and workshops. She has students writing scripts based on literature and has them act out their "plays" in class. She also has students design posters to "sell" various books. In order to complete these projects, students have to understand the literature and synthesize the key elements in order to summarize the stories into short plays and posters. The students are motivated to work, because of the fun aspect of the assignments. They have improved their understanding of the literature. Additionally, they have increased their knowledge and appreciation of literature. These are exactly the goals that Ms. Larson wanted to accomplish.

However, there is a problem. Every time Ms. Larson gives a "fun" assignment, mayhem ensues. Students move around the room, become noisy, they start working before they clearly understand all of the instructions and therefore need to repeatedly ask questions. Students who are trying to follow instructions can't hear them because other students are already talking with partners. Ms. Larson feels she spends twice as much time getting students on

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topic than should be needed. Ms. Larson hates to lose this valuable learning time, but she is committed to continuing use of her teaching methodology.

Ms. Larson could use a hit or miss system of getting the students to stay on topic in unstructured activities, or she can use a systematic process to analyze exactly what is going on in her classroom and make changes in her teaching which will ensure students will stay on topic.

This systematic approach is the topic of this lesson.

Ms. Larson needs to analyze what is going on in her classroom. This is accomplished most easily with the help of a peer coach who acts as an extra set of eyes. Someone who can watch what is happening in the classroom while she is busy with other students. With the help of a peer coach, she will research and identify strategies she can use to improve student behavior in class, but in order to determine whether her ideas are working, she needs to have a systematic means of measuring the effectiveness of her teaching. She can do this by developing a student outcome statement. A student outcome statement simply answers the question, "If the strategy you are using was effective, what would the students be doing?"

In the case of Ms. Larson, the outcome she wants for students is that

The students will begin the assignment without asking additional questions and their completed work will indicate that they followed the directions.

Sounds simple? Lets analyze the process in the following pages of this lesson.

4.1. Using a Decision Tree (pg. 2)

Lesson 3: page 2

Using a decision tree

Teaching occurs in a variety of settings within a variety of contexts. Strategies that are effective when working with a small group of students (2 to 3) may not be effective when working with a large group (20 students). The subject being taught and your personal teaching style will impact what types of problems students have in your class.

Using a decision tree to help you analyze and evaluate your teaching will allow you to target important issues more accurately.

A decision tree is a flow chart which walks you step by step through the decision making process so that you can systematically target important issues which impact

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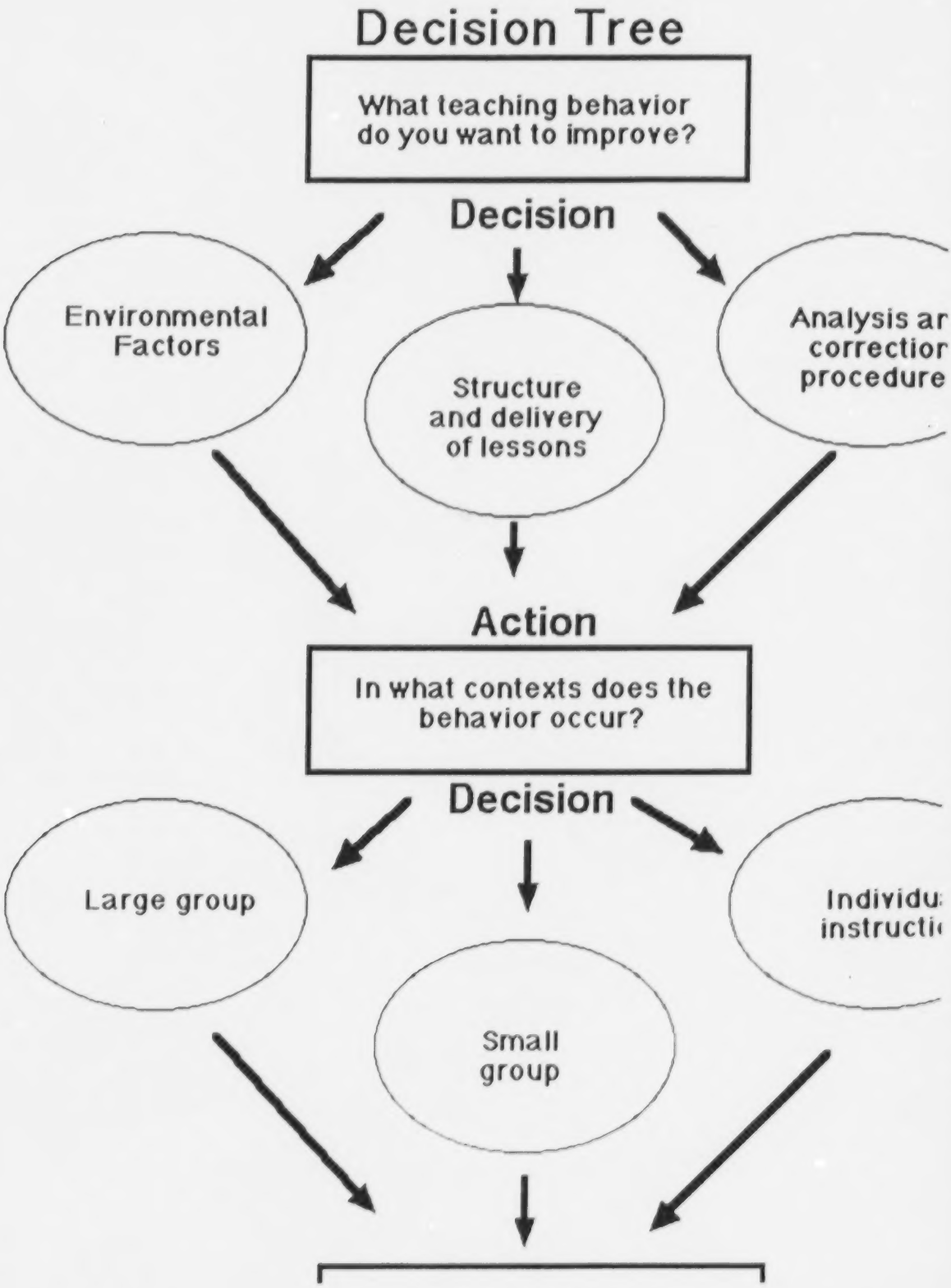
student learning. The decision tree used in this project follows.



Identify student outcomes which indicate successful use of target behavior

When using this decision tree, you must first evaluate your teaching behavior.

You need to take an honest look at whether your students are learning what you want them to learn. You have to take responsibility for student learning. If the students are not learning, then you need to change the way that you are teaching.

Each of you use lesson objectives, IEP objectives, student outcomes, or benchmarks. There are a lot of names to describe what you expect students to learn, but a basic part of teaching is to have these educational goals for students. You need to take a critical look at whether the students are learning as quickly and as well as you expect. This does not mean that you should be insecure about your teaching, rather you should take a practical, realistic look at whether students are meeting the educational goals you have for them. You can eliminate judgment or self-recrimination by looking at whether these goals are met and if not, why not. Since we are focusing on classroom management issues in this class, you should consider the various aspects of teaching discussed in lesson 2. You may ask yourself:

Are the students able to follow the lesson? Or do I lose them mid lesson?
Are the students distracted during the lesson, or not paying attention?
Do the students seem to know what I expect of them?
Do I give students constructive feedback?
Do students know when they do good work?
Are students off topic?
Do students get back on topic when I direct them back to the lesson?
Do the students participate in activities to the extent I want?
When I test students on what they learned, do they know the material?

The list of questions can go on and on. You need to be creative and reflective when analyzing what is occurring in your classroom. Generally, teachers have some aspect of student behavior that stands out as a problem issue.

This self-evaluation and analysis is what begins the process of using the decision tree.

Consider a teaching situation you have experienced. Make a list of "problems" that you have encountered. Use the workbook page for lesson 3: page 2. You will keep this list and no one else will see it, so be honest and make your list thorough.

4.2. Choosing a Teaching Behavior (pg. 3)

Lesson 3: page 3

Choosing a teaching behavior

Using the list you made regarding your teaching concerns, rewrite your concerns in order of most concern to least concern. Remember that you can't change everything at once, so you need to prioritize your concerns so that you can begin by targeting the most important issue first.

The list you wrote may include specific student issues, or overall classroom issues. You may have included items such as:

1. It seems like the students like to see me get mad. They push the limits until I finally lose it and have to raise my voice to get their attention and get them back on track.

2. Every time I use a "fun" unstructured activity in class, the students take advantage of the situation and get too loud and off topic.

3. When we have a class discussion, some students are highly participatory (answering almost every question) and other students never contribute to the discussion.

4. Steve never has his book when class begins and he has to go back to his locker to get it every day.

Each item on this list can be translated into a teaching behavior. Remember, what you do in the classroom impacts student learning. If you look at your behavior as a teacher, then you can change your behavior and therefore change what the students are doing in class.

Let's take the first item on the list as an example

> 1. It seems like the students like to see me get mad. They push the limits until I finally lose it and have to raise my voice to get their attention and get them back on track.

This can be translated to:

1. I need to set firmer guidelines and structure for students so that they know what is expected of them, and I need to find a strategy for enforcing my classroom rules.

In this case, you don't necessarily have a solution. You do have an idea of how your teaching behavior could change to positively impact students.

If you had the answers to all of your concerns, you would make the needed changes automatically. Of course it's not that easy. Using a partner, or peer coach to help analyze all of the issues involved helps you to find the solutions for your specific needs, but you have to start with an idea of what you want to target for the experience.

This statement of which teaching behavior you want to target is where you need to start with your peer coach. You should have a teaching behavior in mind when you ask someone to be your peer coaching partner.

Examples and Practice

I have taken the above list of "concerns" and converted them into teaching behaviors.

2. Every time I use a "fun" unstructured activity in class, the students take advantage of the situation and get too loud and off topic.

translation - I need to set and enforce ground rules for less structured activities.

3. When we have a class discussion, some students are highly participatory (answering almost every question) and other students never contribute to the discussion.

translation - I need to analyze why some students don't participate in class discussions and develop a plan for how to encourage them and reinforce them for participation.

4. Steve never has his book when class begins and he has to go back to his locker to get it every day.

translation - I need to teach Steve a strategy for

organizing his time and materials so that he remembers his books and them I need to reinforce him for doing so.

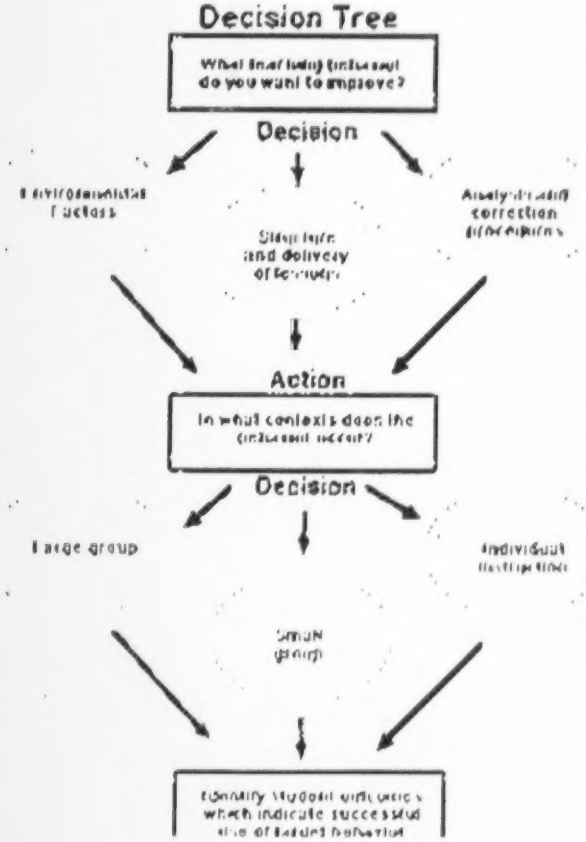
Continue using the workbook page to take your list of concerns and translate each statement into a teaching behavior.

4.3. Determining the Context (pg. 4)

Lesson 3: page 4

Determining the context

You have just completed the first step of the decision tree.



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The next step is to determine the teaching contexts. Strategies for teaching children in a one-on-one situation are different than strategies for teaching small groups of children, or teaching large groups of children. You need to have more structure for large groups than for small groups. Some children need more instruction than others. Students have different comfort levels in participating in large groups. Each classroom and each group of students is a little bit different and have different needs.

In this step, you simply analyze the specific teaching situation and consider the individual needs of the student or group. This will allow you to describe the dynamics of the class to your peer coaching partner.

To determine the teaching context, write a brief description of the class. This may mean a description of the physical environment, what time of day the class is held (students behave differently first thing in the morning versus class held right after lunch or recess, or right before school lets out for the day), or the size of the class. This description will help you know what types of strategies may be effective and will help your peer coaching partner understand the teaching situation you are targeting.

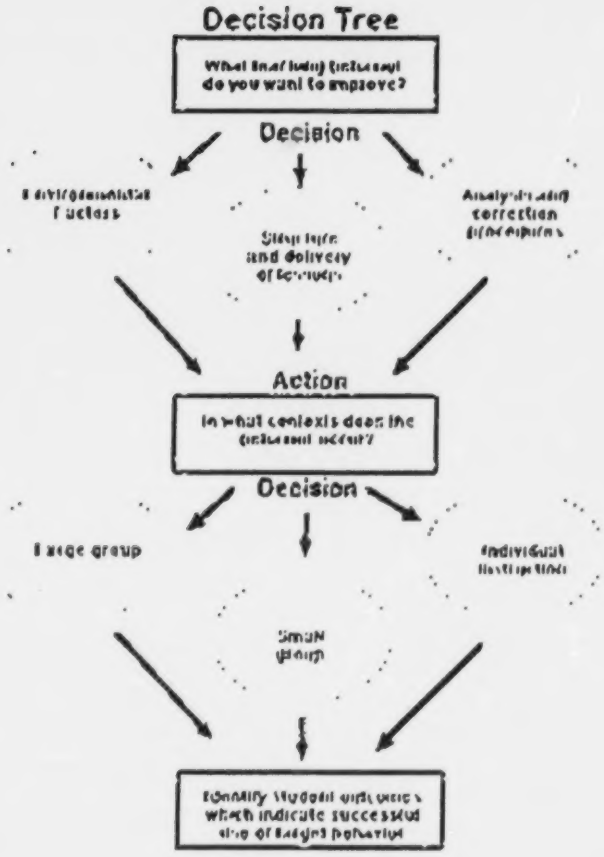
Write a brief description of the teaching contexts you have in mind for the teaching behavior you targeted. Use the workbook page for lesson 3: page 4. You will need this description for your assignment at the end of this lesson.

4.4. Identify Student Outcomes (pg. 5)

Lesson 3: page 5

Identifying student outcomes

The last step in the decision tree is to determine student outcomes.



Now that you have identified a teaching behavior, and know when and where this teaching behavior occurs, you need to define what you want to see the students doing which would indicate to you that you are using the teaching behavior effectively. You define the student outcome by answering the question, "If I am teaching effectively, what will I see the students doing?"

I have used the example "teaching behavior" from earlier in this lesson.

My concern was...

> It seems like the students like to see me get mad. They push the limits until I finally lose it and have to raise my voice to get their attention and get them back on track.

I translated this concern into the statement...

> I need to set firmer guidelines and structure for students so that they know what is expected of them, and I need to find a strategy for enforcing my classroom rules.

The teaching context in this case is...

This problem occurs regularly throughout the day in my classroom. I teach in a regular education, sixth grade classroom. There are 22 students in the class and the behavior occurs most frequently when I ask the students to switch from one subject to another, or when I have the students move from one activity to another.

My outcome statement is...

If I was using an effective plan for structuring transition times throughout the day and had an effective enforcement plan, the students would get ready for the next activity, working quietly and having all materials ready, within three minutes of being asked to start the next activity.

Examples and practice:

Using the other items on my list from earlier in this lesson, I can write outcome statements for each concern.

2. Every time I use a "fun" unstructured activity in class, the students take advantage of the situation and get too loud and off topic.

translation - I need to set and enforce ground rules for less structured activities.

outcome statement - If I set and enforce ground rules for less structured activities, the students will converse at a moderate noise level, remain on topic, and complete the activity in the time frames I anticipate.

3. When we have a class discussion, some students are highly participatory (answering almost every question) and other students never contribute to the discussion.

translation - I need to analyze why some students don't participate in class discussions and develop a plan for how to encourage them and reinforce them for participation.

outcome statement - If I encourage and reinforce students for

participating in class discussions, the students will volunteer information during the discussion, every student contributing at least one comment.

4. Steve never has his book when class begins and he has to go back to his locker to get it every day.

translation - I need to teach Steve a strategy for organizing his time and materials so that he remembers his books and them I need to reinforce him for doing so.

outcome statement - If I teach Steve a strategy for organizing his time and materials, and reinforce him for being prepared for class, Steve will have all of the materials needed for class with him when class starts.

Continue using the workbook page to write outcome statements for the teaching behaviors you listed.

4.5. Summary and Assignment (pg 6)

Lesson 3: page 6

Summary and assignment

Now that you have had a chance to practice using the decision tree, choose one "problem" that you would like to target.

1. Describe the problem
2. Translate the problem into a "teaching behavior"
3. Describe the teaching contexts
4. Write a student outcome statement

Use the worksheet for lesson 3: page 6 to prepare your answer. You will need to submit your assignment to me via course e-mail or as an attachment to your course e-mail. I will provide feedback, and once we are both satisfied with your plan, you will receive 20 points.

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5. Lesson 4: The Ten Step Peer Coaching Process (steps 1-6) (pg. 1)

Lesson 4: page 1

The ten step peer coaching process (1-6)

There are ten steps in our peer coaching process. These steps are:

1. Make a partnership.
2. Determine your role with your partner.
3. Collaborate with your partner about which teaching behavior to target.
4. Define measurable student outcomes which would indicate that your teaching was effective.
5. Brainstorm data collection systems for measuring whether the student outcome was met.
6. Design the actual data collection sheets to be used.
7. Set date, time and place for the observation.
8. Observe the classroom and collect data.
9. Share the data collected with your partner.
10. Use the data to change your teaching and become a more effective teacher.

In this lesson, we will discuss the first six steps of this process in great detail.

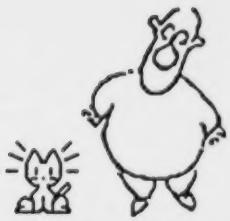
Lesson Objectives:

After completing this lesson, you will be able to:
1. Describe and discuss the first six steps of the peer coaching process. 2. Use ten student outcome statements provided, which describe various situations, to design/describe data collection systems which will indicate whether student outcomes are met for each scenario given.

5.1. Make a Partnership (pg. 2)

Lesson 4: page 2

Step 1: Make a partnership



The first thing you need to do, once you decide to use peer coaching, is to select a teacher with whom you feel comfortable working. This can be any teacher. There are no pre-set criteria.

You may want to consider a few factors when making your selection:

1. Is the other teacher available to observe your classroom?

   You may need to make arrangements with your administrator to set up "release time" for your partner to be away from her class in order to observe at the time when the teaching behavior you selected occurs.

2. Does the other teacher have experience with peer coaching?

   It is important that both teachers understand peer coaching before beginning this process. If the teacher you select does not have peer coaching experience, you will need to teach her the process before you begin.

Although it may be your natural reaction to select a partner who shares your teaching background, this is not a requirement. There can be advantages to choosing a partner who teaches at a different grade level or who teaches a different subject. Special educators may want to form partnerships with regular education teachers, and vice versa. Selecting a partner with a different teaching experience may give you a new perspective on your teaching and give you ideas you had not previously considered. You may want to consider selecting a teacher-partner who has success in the area you targeted, but again, this is not a requirement.

The most important consideration is that you select someone with whom you feel comfortable working and who has the time to participate in the process.

Spend a few minutes thinking of teachers with whom you would like to work and fill out their names on the lesson 4: page 2 of your workbook.

5.2. Determine Your Role with Your Partner (pg. 3)

Lesson 4: page 3

Step 2: Determine your role with your partner

The teacher who is invited into the classroom to observe is called the "Coach". The teacher who invited the coach into the classroom is the "Coachee". You and your partner will trade roles so that both of you serve the role of "coach" and "coachee".

The Coach

The role of the "coach" is to act as a facilitator; to assist the coachee to organize her thoughts and clarify her expectations. This is an important role. Great care must be taken to ensure that the coachee feels comfortable honestly sharing her concerns about her classroom. There has to be trust that the coach will not be judgmental or reproachful when discussing classroom concerns.

It is no small thing for a teacher to ask another professional to come into her classroom to observe her teaching. The coach must take care to be sensitive and to LISTEN carefully to what the coachee says. The coachee does not ask a coach to come into her classroom to have the coach evaluate her teaching. Rather, the coach becomes a partner who facilitates the communication so that the coachee can discover information about her teaching strategies and come to her own conclusions about how to change her teaching behaviors.

"Facilitator" is the perfect word to describe the role of the coach. Facilitate means to assist, or make it easier for another to analyze and evaluate a situation. The coach can do this by asking questions, or rephrasing what the coachee has said.

The Coachee

The role of the "coachee" is to act as the guide, to provide direction for the process and lead the discussion. This can be accomplished through adequate preplanning. The coachee must carefully consider issues before meeting with the coach, and have ideas formulated. If the coachee has planned appropriately, the coach will not be placed in a position to have to lead the discussion.

You have already learned how to list your concerns and translate them into teaching behaviors. During your first meeting with your coach, you should have a carefully

considered and well thought out target behavior in mind.

When you ask another teacher to be your peer coaching partner, you should discuss your roles. You need to decide who will be the coach first and ensure that both of you understand the process before beginning.

5.3. Collaborate with your partner (pg. 4)

Lesson 4: page 4

Step 3: Collaborate with your partner about which teaching behavior to target

After you have selected a partner and defined your roles, you need to schedule a meeting with your partner to collaborate about the process. In order to make the observation useful, you both need to know exactly what your concerns are, what strategies you are attempting to use and what student behavior you would like to see. Meeting to discuss these issues thoroughly before conducting the observation is critical.

When you collaborate with your partner, you should describe the "problem" of concern and talk about the way you have translated that "problem" into a teaching behavior. You need to describe the teaching contexts where the behavior occurs; the group size, time of day, and what you are teaching. This should be done in a conversation where the coach asks lots of questions to clarify the situation.

Through this discussion you will begin to formalize the student outcome statement. The coach should ask the question, "If your strategy was effective, what would the students be doing?" If you can't answer this question, then you need to go back and discuss the teaching situation in greater detail.

If the coachee is not sure what aspect of teaching to target, the coach needs to help the coachee analyze the situation. The Effective Teaching Matrix may be helpful in this analysis.

Use the planning sheet to aid in guiding the discussion. The planning sheet is lesson 3: page 6 of your peer coaching workbook. Your discussion with your partner should follow the format outlined in the decision tree. By following the flow-chart, it will naturally lead you to the next step, which is to define measurable student outcomes which would indicate that teaching is effective.

There is no good way to simulate this step. You will need to remember these hints and use them when you participate in your first peer coaching experience.

5.4. Define Measurable Student Outcomes (pg. 5)

Lesson 4: page 5

Step 4: Define measurable student outcomes which would indicate that your teaching was effective.

The key to writing a student outcome statement which will be helpful in improving your teaching is to make sure that it is measurable and observable. As a teacher, I want my students to do many things. I want them to:

learn
know
analyze
synthesize
grow
consider
speculate
improve
listen
understand
be respectful
develop self-esteem
be curious

But none of these skills is observable or measurable. I can only decide what a student learned based on his observable behavior. I can tell whether a student learned if he can answer questions correctly, write a paragraph using correct grammar, or participate in a class discussion. Teachers test student knowledge every day. We use written tests, verbal questioning, student projects, assignments, etc. These are all observable behaviors. We can actually see proof that students do or don't know the information.

Teachers are good at testing student knowledge on curriculum content. Describing student conduct in class is no different. It just takes a little practice to define student behavior regarding classroom management issues

Student behaviors which could be observable may include:

write
tell
describe
volunteer

look
make eye contact
wait to be called on
remain seated
follow directions
ask questions
remain on topic
follow the rules
use a normal, moderate speaking voice
take turns

Notice that each of these behaviors is described in positive terms. They describe what the student WILL do, not what the student will not do. It is usually simple to think of what you want the student to stop doing, such as:

won't hit others
doesn't get out of seat
doesn't throw things

The problem with using behaviors stated in negative terms is that it doesn't set the stage for you to teach the child a positive behavior that he should use instead of the negative behavior. It is OK to start with a description of what you don't want the student to do, but you need to take the time to think of a positive behavior that the student should be doing.

This can be a difficult task. That's why it is helpful to have a peer coach to help you generate ideas for how to describe appropriate student behavior.

Unfortunately, when you have described the student behavior in positive, observable terms, you are only halfway there. You also need to describe a way to measure whether the student performed the positive behavior as well as you wanted.

A very simplistic example is:

If you decided that you want the students to learn to spell correctly, you would give them a test to see how well they spell the words on the spelling list. If the student could spell 1 word correctly out of a list of 20, would you feel he had mastered spelling? How many words does the student need to spell in order for you to feel he is proficient? 5? 13? 17? 20?

You need to consider what the student is able to do now, and then decide how much progress can be reasonably expected. You also need to consider how well the student needs to perform the skill in order to be able to use it in daily life. The same is true of conduct behaviors. You need to decide how well, and how many times the student needs to demonstrate the behavior you selected. Then all you need to do is count the number of times the

behavior occurred to know whether your strategy was effective and that the student learned.

I have been talking about behaviors in terms of one student, but the same principles apply for a group of students.

If you want the students to take turns, how many turns should the students take? and how may different students need to take turns?

When you consider options for describing your target behavior in measurable terms, you need to decide whether you can count the number of times the behavior occurs (a discrete behavior), or whether you need to measure how long the behavior occurs (a continuous behavior). You may decide to measure how quickly the behavior occurs (rate), for example how many times the students respond during a 20 minute lesson. You can measure how long it takes the students to begin a task after the teacher gives an instruction (latency). You can measure how long the behavior lasts (duration), for example how much time the students spend off topic verses on topic. You can tally how often the behavior occurs (frequency), such as how many students wait to be called on before answering. You might measure how forceful the behavior is (force), for example how loud the students' voices are. You can measure where the behavior is directed (locus), useful if you want to know where the students are looking.

Examples and practice:

Using the list of observable behaviors from above, here are some examples of how to make the behaviors measurable as well as observable

Behavior	Observable and Measurable behavior
volunteer -	18 of 20 students will volunteer at least one comment during the class discussion without being prompted to participate.
look -	every student will look in the direction of the board when the teacher writes instructions on the chalkboard.
make eye contact -	During the class discussion, very student will look at the person who is speaking for the duration of the person's comments.
wait to be called on -	Every student will wait until the teacher calls on him/her by nam before making comments or asking questions.
remain seated -	Every student will remain is his/her seat for the duration of the class period.
follow directions -	When the teacher gives directions, every student will correctly complete every step without asking other classmates for clarification.
ask questions -	During the lesson, at least 3 students of 15 will ask thought provoking questions (such as: why...?, do you think...?, is that th same as...?), which are appropriate to the topic.

Now you try it with the last four items. Record your answers on the page for lesson 4: page 5 of your workbook. You will need these answers for the assignment at the end of this lesson.

remain on topic
follow the rules
use a normal, moderate speaking voice
take turns

When you collaborate with your partner, you need to go through this process to develop an observable and measurable student outcome statement. You can refer to Lesson 3: page 5 for a review of this process.

5.5. Brainstorm Data Collection Systems (pg. 6)

Lesson 4: page 6

Step 5: Brainstorm data collection systems for measuring

whether the student outcome was met.

Now that you have decided what the student outcome statement will be, you need to decide how the coach will collect data. This may seem like a simple step, but it is important to decide exactly WHICH data are to be collected and exactly HOW these data are to be collected. Planning during your pre meeting will ensure that you are both in agreement regarding the target behavior, and that you and your partner will obtain information which will help you to analyze your teaching after the observation has been completed.

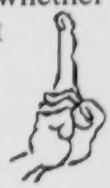
Consider the behavior from the previous page:

volunteer - 18 of 20 students will volunteer at least one comment during the class discussion without being prompted to participate.

Begin the process by brainstorming possible systems for data collection. Issues to consider in this example include:

> If the coach does not know all of the students, how will the coach know which student is commenting?
>
> What constitutes a "prompt"?
>
> Should every comment be counted, even if one student gives more than one comment during the discussion?
>
> What type of measurement is appropriate for this particular behavior? Rate? Frequency? Duration? Latency? Force? Locus? Do we need to tally the behavior, or use a stop watch.

For the behavior in this example, we can use a tally system to count the number of student responses. Your conversation with your partner may include a discussion about whether to use a seating chart on which to tally student responses, or whether it would be better to simply write the student names in list format on a sheet of paper and tally the number of comments after each name. You may decide that if the teacher calls on a student who raises his hand, that does not constitute a "prompt", but if no student answers and the teacher calls on a student, that would constitute a "prompt". You may decide to count every response made by students even if the same few students give most of the responses. This is the time to analyze the student outcome statement and try to plan for every contingency. Doing this through a brainstorming discussion will help you to consider all of the important issues and come to resolution before the observation occurs.



As you brainstorm, you should begin to draw some potential data collection sheets.

and revise them and alter them until you begin to develop a data collection sheet which will work for your particular situation.

5.6. Design the Data Collection Sheet (pg. 7)

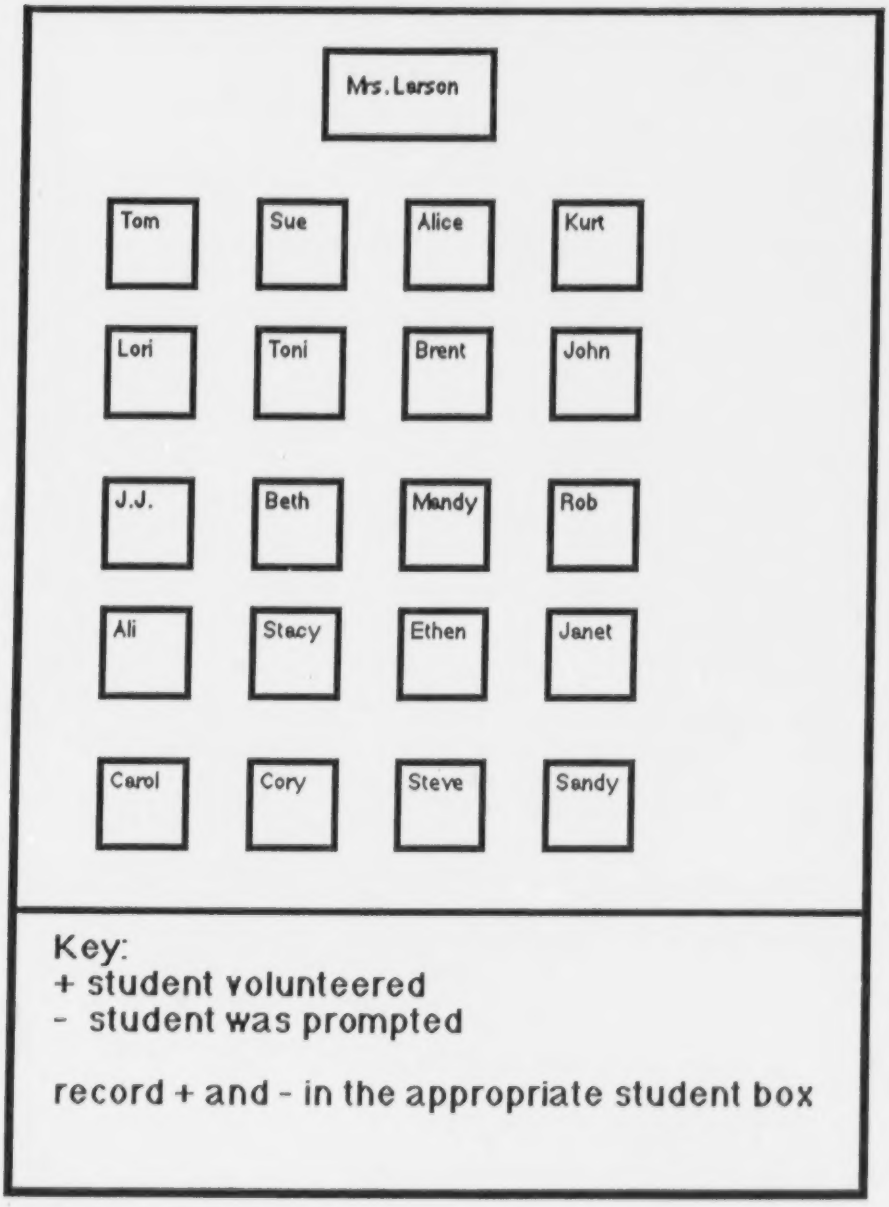
Lesson 4: page 7

Step 6: Design the actual data collection sheets to be used

Through the brainstorming process, you will begin to draft ideas for data collection sheets. You need to continue to revise and alter your drafts until you have a data sheet that will meet your needs and give you the information you need to evaluate your teaching effectiveness.

Once you and your partner are comfortable that you have considered all of the critical issues, you need to draw out the actual data collection sheet. Your data sheet can be hand written. It is meant to be a useful tool for you to use. It does not need to take a great deal of time to draw or type a good data sheet. Scribbles on a sheet of paper may work for you, as long as you and your partner can read and interpret the information.

I would use the following data collection sheet for the example, "18 of 20 students will volunteer at least one comment during the class discussion without being prompted to participate".



My partner and I chose to use a seating chart of the class because my partner does not know all of the students. This way she can record a student response by marking the place where the student is sitting without having to know the student names. I am interested in knowing which students are "volunteering" answers so that I can work with specific students who are having difficulty. We chose a simple system of tallying the target behavior, but we will use a "+" for voluntary responses, and a "-" for prompted student responses. This way I can compare the ratio of voluntary responses to the number of prompted responses. I will also be able to tell which students are more willing to give voluntary responses and which students will only respond if prompted.

Because I am ultimately interested in having at least 18 of the 20 students give voluntary responses, I will use the information my partner and I gather during this peer coaching process to determine how close I am to my targeted teaching goal. If less than 18 students voluntarily respond, I will investigate strategies which would encourage voluntary student participation. After I have implemented these strategies, I may ask my coach to come back to my classroom and repeat this same study so that I can measure my progress toward my goal. My partner and I may repeat this same study several times while I practice and perfect the new strategies I incorporate into my teaching.

Assignment:

Part 1: Design data collection sheets for the following behaviors and send your description of the data collection system to me via e-mail. Use the workbook page for Lesson 4: page 7: part 1 to plan your answers.

1. look - every student will look in the direction of the board when the teacher writes instructions on the chalkboard.

2. make eye contact - During the class discussion, very student will look at the person who is speaking for the duration of the person's comments.

3. wait to be called on - Every student will wait until the teacher calls on him/her by name before making comments or asking questions.

4. remain seated - Every student will remain in his/her seat for the duration of the class period.

5. follow directions - When the teacher gives directions, every student will correctly complete every step without asking other classmates for clarification.

6. ask questions - During the lesson, at least 3 students of 15 will ask thought provoking questions (such as: why...?, do you think...?, is that the same as...?), which are appropriate to the topic.

Each item is worth 5 points each. I will provide feedback and you can revise your data collection systems until you are satisfied with your score. You can turn in revisions until up to one week after the original due date for this assignment. Consult the course calendar on the home page for due date.

Part 2: Use the following observable behaviors. (A) Make these behaviors measurable, and then (B) design data collection sheets for each and send your description of the data collection system to me via e-mail. Use the workbook page for Lesson 4: page 7: part 1 to plan your answers.

1. remain on topic
2. follow the rules
3. use a normal, moderate speaking voice
4. take turns

Each item is worth 10 points each. I will provide feedback and you can revise your data collection systems until you are satisfied with your score. You can turn in revisions until up to one week after the original due date for this assignment. Consult the course calendar on the home page for due date.

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6. Lesson 5: The Ten Step Peer Coaching Process (7-10) (pg. 1)

Lesson 5: page 1

The ten step peer coaching process (7 - 10)

The first six steps of the peer coaching process leads you though selecting, collaborating and decision making with your partner. Once you have completed these steps you are ready for your coach to observe you in the classroom, and after the observation, to analyze the data.

The steps which will be covered in this lesson include:

7. Set date, time and place for the observation.
8. Observe the classroom and collect data.
9. Share the data collected with your partner.
10. Use the data to change your teaching and become a more effective teacher.

Lesson objectives:

After completing this lesson, you will be able to:

1. Describe and discuss the last four steps of the peer coaching process.
2. Generate five statements which could imply judgment in a conversation.
3. Generate five statements which would eliminate judgment in a conversation.

6.1. Set Date, Time, and Place for the Observation (pg. 2)

Lesson 5: page 2

Step 7: Set date, time, and place for the observation

This is a self-descriptive step, but there are a few considerations you need to keep in mind. Once you and your partner know exactly what the coach will look for when she comes to observe, you need to plan an appropriate time for the observation. You need to discuss when the target teaching behavior occurs and plan your observation so that the coach will see you using the target behavior.

You also need to consider the issues of the teaching contexts and plan a time which will show typical student behavior. You don't want to plan an observation on a day

when there is a school assembly, for example, because student behavior is often different when there is a major event in the school. Lastly, you need to consider the coach's schedule and find a time at which she will be available.

You may need to make arrangements with your administration to allow release time for the coach to be away from her class. This can be a difficult issue to coordinate, but many schools reserve time for continuing teacher education. Peer coaching is definitely a teacher development activity and should be considered as appropriate as taking time off for seminars or workshops.

Once you and your partner decide on a date, make sure that you have your notes from the collaboration meeting and your data collection sheet, and then meet at the designated time for the observation.

6.2. Observe the Classroom and Collect Data (pg. 3)

Lesson 5: page 3

Step 8: Observe the classroom and collect data

At the designated day and time, the coach goes to the coachee's classroom to observe.

Having another adult in the classroom can, in itself, change how the student's behave. The coach may want to come to the classroom early, so that the students have some time to get used to a new person in their classroom. Students may ask what the coach is doing. It's up to you to decide how much you want to tell them about your peer coaching experience. It is important that you tell the students that the coach is there to help you and that she is not "checking up" on them.

The coach should be seated in a place that is as unobtrusive as possible, but it must be a place where she can see all of the student behavior. This will be a different location for every classroom. You will have to use your judgment.

The coach should not participate in the class lesson. The coach's role is to simply observe and collect data. Even if the coach feels she could add to the lesson, she should remain quiet and let the class proceed as if she weren't there.

As the lesson proceeds, the coach collects data according to the data collection sheet agreed to during the collaboration meeting.

The observation should be as long as needed to adequately collect the required data. This does not necessarily need to be a long time. Peer coaching observations can last 15 minutes, or 2 hours. The length of the observation should be dictated by the type of data needed. The typical length of an observation is one class period; as short as 20 minutes in primary grades, or 50 minutes in secondary grades.

6.3. Share the Data Collected (pg. 4)

Lesson 5: page 4

Step 9: Share the data collected with your partner

Once the observation is over, make arrangements with your partner to meet as soon as possible to review the data. It is preferable to meet later the same day. Reviewing the data while it is still fresh in everyone's mind makes it easier to analyze and make decisions.

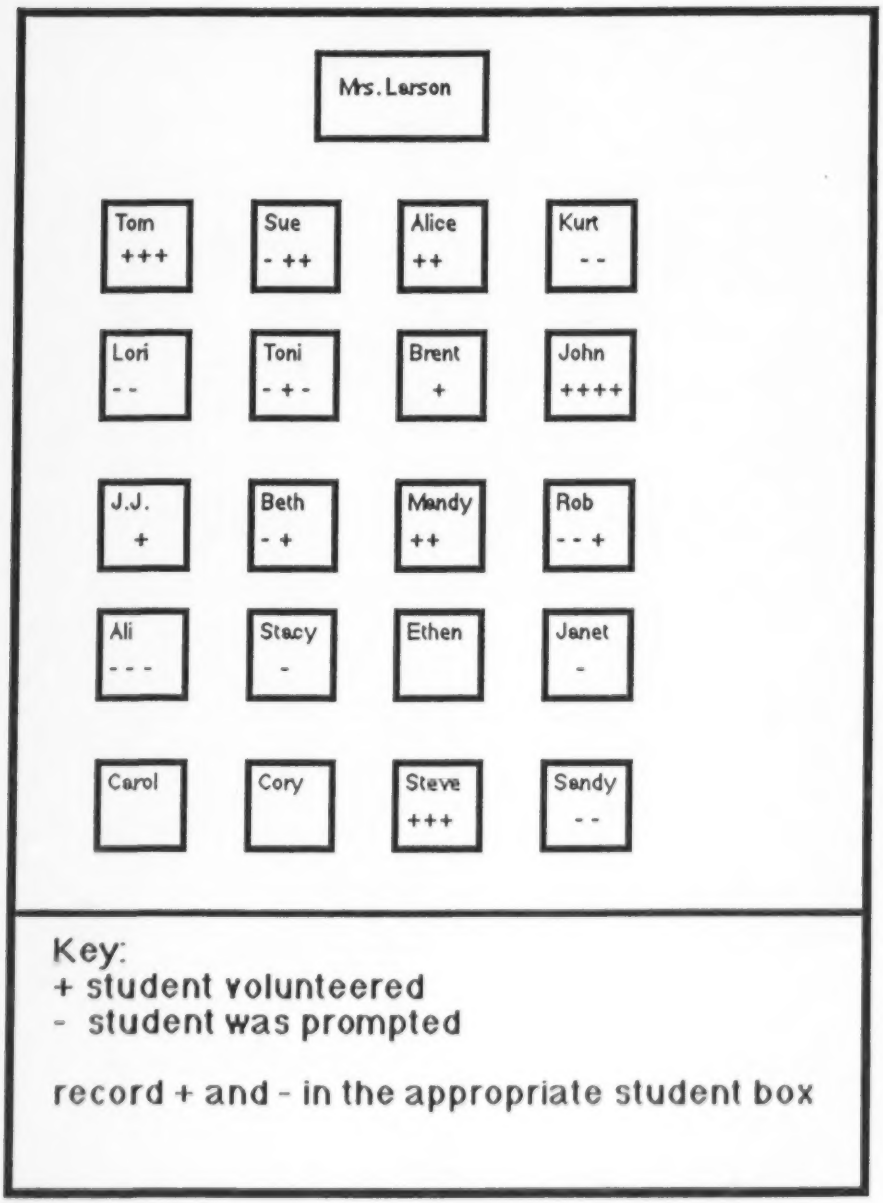
The peer coach should review the data prior to sharing it with the coachee. She should compile the data and look for trends and consistencies. For example, if I had my coach look at whether 18 out of 20 students volunteered at least one comment during the class discussion without being prompted to participate, the

coach should count the number of students who "volunteered", and count the number of students who were prompted. She may look for trends which would indicate whether students who volunteered some of the time, needed to be prompted at other times. She may count how many students never participated, either voluntarily or with prompts. These are the types of information which will be most helpful to me, and doing this pre-analysis will allow the coach to share the data without being judgmental.

When you and your partner sit down together to review the data, you should start by looking at the numbers - the data collected. It is typical to want to start the conversation with a general comment, such as, "You did a great job.", but remember, if the coach did not feel the lesson went "well", what should she say? It is best to start with a general comment about the volume or quality of the data which were collected, for example, "I got lots of information that I think will help you. Should we look at it?" This may seem impersonal, but remember that peer coaching is not a judgmental process. Statements about how the lesson went are the coach's opinion. By looking at the data, you and your coach are able to evaluate what actually happened in the lesson without imposing judgment in any way. It is the coachee who should evaluate her own teaching performance based on what the data indicate.

As you look at the data, both partners should analyze and draw inferences. This discussion should be one of discovery. You should find yourself recognizing trends and patterns.

The following is the completed data sheet from my peer coaching experience with my coach.



My partner an I notice several trends.

data:
11 out of 20 students made voluntary comments
There were a total of 21 voluntary comments
These comments were made by 11 students
6 students participated only when prompted
There were a total of 17 prompted responses
4 students never participated in the discussion
10 / 12 (83%) of the students in the first 3 rows volunteered
1 / 8 (13%) of the students in the last 2 rows volunteered.
4 / 8 (50%) of the students in the last 2 rows never participated.
There were a total of 38 comments made in class (voluntary plus prompted)
21 / 38 (55%) comments were voluntary
17 / 38 (45%) comments were prompted

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trends: Students sitting closer to the front of the class, nearest to the teacher, were more likely to volunteer than students sitting at the back of the room. All of the students who didn't participate at all were sitting in the last two rows. The number of voluntary responses was just slightly higher than responses that were prompted.

Through this conversation, the coachee should start to hypothesize about what the data could mean. I would want to consider whether I was adequately inviting students in the back of the room to participate. Perhaps if I moved around the room, roving to the back of the class, my proximity to students may make them feel more comfortable in volunteering comments. I also want to investigate whether my questions are clear to students and phrased in a way that encourages responses. Perhaps students need to be prompted because I was not clear in my questioning and they are unsure of the expected answer, and therefore reluctant to answer.

As the conversation progresses and the partners start to make inferences about what the data mean, you begin to generate a list a strategies to investigate and later incorporate into your teaching. This leads you to the last step of the process.

6.4. Use the Data to Improve Teaching (pg. 5)

Lesson 5: page 5

Step 10: Use the data to change your teaching and become a

more effective teacher

Based on the hypotheses generated by sharing the data, you and your partner need to research information and strategies which you can incorporate into your teaching which would improve the student outcomes. These resources may include reading professional journals, or consulting an expert in the field, conducting an internet search, or using information you got from seminars and workshops.

Using strategies which have been researched and proven effective offers a greater chance that they will be effective in the classroom. This is an important step, because although this research can be time consuming, it is far more efficient than using strategies in the classroom which are not effective for the students.

Make a list of journals, experts, and other resources that will help you to gather ideas for new strategies to use. Record these resources on the workbook page for Lesson 5: page 5. This list is for future reference and will be used in the next lesson.

6.5. Eliminating Judgment (pg. 6)

Lesson 5: page 6

Eliminating Judgment

✓ Peer Coaching is a NON-JUDGMENTAL process!!

It is typical to conduct an observation and feel compelled to tell the teacher who was observed, how you thought she did. Even comments meant to be encouraging, such as, "You did great!", or "I loved your lesson!" can be judgmental. Comments like, "I would have done it this way...", or "You shouldn't have..." are definitely judgment laden.

Likewise, it is typical for the teacher who was observed to ask for reassurance or verification of her own impressions of the lesson by asking, "how did I do?" The only way for the observer to answer such a question is to give a judgmental answer.

The steps of peer coaching are carefully designed to eliminate and judgment during

the process. Because it is so common for teachers involved in peer coaching to ask value-laden, judgmental input, it is important that both teachers involved in peer coaching be familiar with the process before beginning and eliminate these types of comments.

Words which could imply judgment include:

good
bad
fun
slow
boring
great
flat
long
enjoyable
interesting
fantastic

The reason these words could imply judgment is that each are based on the perceptions of the person using the word. Two people who observed the same classroom may have two very different impressions of whether the lesson was "good" or "bad".

Just as student outcomes need to be observable and measurable, discussion about how the lesson went needs to be objective. The best way to eliminate judgment is to talk about the data. If you refer to the number of times students responded without being prompted, it can be left to the the classroom teacher (coachee) to decide whether the data represent good or bad information.

There will probably be comments which could imply judgment in every data sharing session. People naturally use phrases which give judgment, but these phrases should be eliminated to the extent possible. The idea is to make the experience comfortable to the classroom teacher (coachee). If the experience is unpleasant because she felt like her coach disapproved of her teaching, she will not benefit from the experience and will be less likely to use peer coaching again.

It is worth taking the time to practice using non-judgmental terms so that you have ideas for what you can say in the sharing sessions and so that these terms are comfortable to you.

Examples and practice:

The following are phrases the coach may be tempted to use in a

sharing session, and alternate phrases which could be used instead.

Judgmental - I really liked your lesson.
Non-judgmental - I think I got all of the data you were looking for.

Judgmental - I saw some things that you could do differently
Non-judgmental - Let's look at the data I found

Judgmental - Your overhead really confused the students.
Non-judgmental - 10 of the 20 students stopped taking notes after you put up your overhead.

Judgmental - The kids loved your lesson.
Non-judgmental - All 20 students were watching you closely and taking notes during you lesson.

Judgmental - I know why you are having such a hard time getting the students to participate.
Non-judgmental - I think the data I found will help you achieve your student outcomes

Read the following scenario

Ms. Larson was running late. It had been a busy morning and her mind was on all of the paperwork she had to complete this week. It was just one of those days when everything seemed to be a little off kilter.

She raced into her first class of the afternoon, just ahead of the bell. It was freshman English and she had a great lesson planned. The students quickly went to their seats and waited for the lesson to begin. Ms. Larson went to get her planning book, which had all of her materials. It was not on the desk where she thought she had left it. She began digging through her bag. No planning book. She looked through the stack of papers she had left on the counter to be graded. No planning book.

As Ms. Larson ran frantically around the room looking for the precious book, the students began to chat among themselves. Ms. Larson, unruffled (mostly), told the students to calm down and take a few moments to edit the drafts of their latest paper while she looked for her materials. The students got out their papers, but realizing that Ms. Larson was off schedule and not prepared, they took advantage of the situation to begin quiet chit-chat, pass notes, and giggle softly.

Ms. Larson decided that she could begin the lesson without her planning book. As she walked around her desk to take her place at the front of the class, she spotted her planning book on the floor in front of the desk. It had fallen off.

Ready to begin, Ms. Larson told the students to put their papers away so that she could begin class. As she started to explain the lesson, one of the students raised his hand and asked, " How long are our papers supposed to be?" Ms. Larson patiently told the student that the paper needed to be ten pages, typed. She then redirected the students to the lesson of the day.

Another student raised her hand. When called on, the student asked, "but that's ten pages, double spaced, right?" Ms. Larson agreed and tried to begin the lesson. Another student raised his hand and asked, "Does spelling count?" Before she could answer, several students laughed and another student said, "What do you think? This is an English class!" The room started to get noisy. Students began talking about the question to each other and laughing. Other students began calling out questions about the writing assignment.

Ms. Larson's voice was at a higher volume. "OK class. Settle down. We have things we need to do today. We will talk about your papers again tomorrow, but today we need to get to the lesson."

Gradually the students began to focus their attention. As the lesson progressed, the students became more and more interested, and in the end, the lesson went the way that Ms. Larson had hoped. She just wished it had had a better start.

Assignment:

If you had been in the classroom and quietly observed this scenario, list five comments you might make to Ms. Larson which could be considered judgmental. Then convert these statements to non-judgmental comments. Use the worksheet for lesson 5: page 6 to plan your answers. When you are ready, email your answers to me.

You will receive up to 20 points for your answers.

6.6. Summary (pg. 7)

Lesson 5: page 7

Summary

You received a video tape as a required item for this class. Watch the video tape "Improving Your Teaching Through Peer Coaching". The tape will give you an overview of the peer coaching process and will give you an idea of how all of the steps work together to allow you to improve your teaching.

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7. Lesson 6: Using the Data to Change Your Teaching Behavior (pg. 1)

Lesson 6: page 1

Using the data to change your teaching behavior

In lesson 5, we covered step #10 of the peer coaching process: Using the data to change your teaching behavior. This lesson will give you some practical experience in using resources to research proven strategies to help you improve your teaching.

Lesson objectives:

After completing this lesson, you will be able to:

1. Identify resources for learning new skills to use in the classroom. Sources will include, internet resources, experts in the field, using online "help lines", and print materials.
2. Use the resources identified to generate solutions for classroom management issues and improve teaching effectiveness.

7.1. Conducting an Internet Search (pg. 2)

Lesson 6: page 2

Conducting an internet search

There is a wealth of information available on the internet. Many of the resources you find online will give you valuable information, but you must always use care when using information from the internet. Remember that anyone can post a web site and while some of the information is reliable, much of it is just the opinion of some person who had something he wanted to say.

The first step to evaluating the value of information you get online is to carefully consider the source. Dose the person posting the information have the educational background to back up his/her ideas. When an author doesn't provide information about his/her credentials, the information may be suspect. If the information comes from a legitimate university or organization, it could be considered more valuable than information from sources which are not widely recognized. If the author is selling a "cure" or other materials, you need to consider whether it is a scheme for the author to make money, or whether it is a legitimate source. Most educational materials are reasonably priced. If a "treatment" costs thousands of dollars, it is most likely a scam to part you from your hard earned money.

Second, you should consider whether the information conforms to principles of other legitimate educational strategies you have learned. If the strategy incorporates ideas which cause you to wonder how someone came up with THAT idea, don't use it. If the strategy is similar to another strategy you have used or learned about, with just a different twist, it is likely to be legitimate. Always keep in mind your philosophy of education and use it as a guide to determine whether a proposed strategy meets your standards of appropriateness for students.

It is important to use the right "key words" when you conduct your search. You can use any search engine. Some key words which might be helpful to you in finding strategies regarding classroom management might include:

1. Behavior Problems
2. Behavior Disorders
3. Serious Emotional Disturbance
4. Conduct Disorders
5. Education and classroom
6. Special Education

Once you have conducted a broad search and found some information which may be helpful, you can narrow your search by adding more specific key words. You often can find good resources by using links on pages which are similar to the topic of interest.

Some resources I suggest include:

Special Education Links page - North Dakota
http://www.bismarck.k12.nd.us/links/special.html

The Lesson Plans Page - Over 300 Lesson Plans
http://www.lessonplanspage.com/

LD Online: Learning Disabilities Information and Resources
HTTP://www.ldonline.org/index.html

The Council for Exceptional Children
http://www.cec.sped.org/

The BIG PAGES of Special Education Links
http://www.mts.net/~jgreenco/special.html

Interactive Peer Coaching/Mentoring Project Home Page
http://www.ndcd.org/ndcpd/projects/ipcm/

Kentucky - Behavior Home Page
http://www.state.ky.us/agencies/behave/homepage.html

Behavior Disorders - FAQ
http://www.cec.sped.org/faq/behavdis.htm

US Department of Education
http://www.ed.gov/

Assignment:

Spend a couple of hours conducting internet searches to find resources regarding strategies which address classroom management issues which concern you. Use the student outcome statement you developed for Lesson 3 to guide you in narrowing your search. Find three resources which you think will be helpful in developing new strategies in your classroom. Post these internet addresses, along with a brief description of the type of information contained in each, on the course bulletin board on the "Lesson 6" thread.

You will receive five points for each web address and summary (15 points total) for your posting. Look at the resources your classmates post so that you can enhance your list of internet resources.

7.2. Consulting with an Expert (pg 3)

Lesson 6: page 3

Consulting with an expert

You can ask specific questions face to face, or via e-mail, with another professional. An expert may be someone you know; a professional in your school district, a university professor, or someone who presented a workshop to you in the past. Everyone has a busy schedule and you must be conscious of the fact that sometimes people will not have time to help you with your classroom issues. But, most professionals are interested in helping others when they can. It never hurts to ask someone who you respect if they have time to help you resolve a specific issue. You may end up with a valuable resource.

I have asked several experts in the field of education if they would be willing to work with you on your project. The following people have agreed to be online experts to you. I have provided their e-mail addresses and a brief description of their backgrounds.

Using your student outcome statement and the teaching behavior you want to improve, contact one person on the list and ask them for advice regarding what strategies you could incorporate into your teaching which will help you improve the outcomes of your students.

There are some key things to keep in mind in order to make the process of requesting assistance run smoothly.

Be sure to introduce yourself. Include a brief description of your background and explain why you are making the contact.

Describe the specific issue you would like to discuss. Don't use broad terms such as, "How can I become a better teacher?" Rather, you need to ask specific questions such as, "I am having difficulty developing structure when asking students to transition from small group activities to whole group instructional activities. Do you have any suggestions for what

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type of structure I should use and how to implement the strategies?" Or, "I have been researching a strategy for how to make transition times smoother in the classroom. (describe the strategy) What do you think of this strategy? Do you have any advice for how I can use this it most effectively?"

Be prepared for the expert to ask you additional questions about the specific types of problems you are encountering. The expert will likely want to know the teaching contexts, and what strategies you have tried in the past and how effective your efforts were.

Always thank the expert for the time and energy spent with you. If possible, you should give an update regarding what happened when you used his/her idea.

Here are some experts which you can contact:

Dr. Brent Askvig -

Dr. Brent Askvig is an Associate Professor Professor of Special Education and the Assistant to the Dean of the Graduate School at Minot State University. In the NDCPD Dr. Askvig directs two major projects, the ND Deafblind Services Project and the Interactive Peer Coaching Mentor Project for Preparing Teachers of Students with Severe Behavioral Disorders. (IPCM Project)

Research interests include the impact of peer coaching on effective teacher behaviors, educational outcomes for students with disabilities, early intervention functional analysis, low incidence teacher training, and improving personnel development systems. Dr. Askvig serves on several statewide committees related personnel preparation and is a member of the ND Interagency Coordinating Council (ICC) and chair of the ICC Personnel Development. You may contact Dr. Askvig at: askvig@warp6.cs.misu.nodak.edu

Dr. Bryce Fifield -

Dr. Bryce Fifield is the Executive Director of the NDCPD. He has a doctorate in Education and Rehabilitation from the University of Oregon (1988), and Bachelors (1980) and Masters (1982) Degrees in Counseling and School Psychology from Utah State University. He worked as a

School Psychologist for the Shelley, Idaho Public Schools and as Research Coordinator and Consulting Psychologist for the Dine' Center on Human Development at Navajo Community College. After completing his doctorate, he worked for the Eugene Oregon Public Schools as a Research Associate for two years. He has also worked as an Associate Professor in Special Education and Associate Director of the Idaho University Affiliated Program. In January, 1997, Dr. Fifield and his family moved to Minot, North Dakota.

His research interests include assistive technology, program evaluation, longitudinal research with at-risk populations, and distance education. Recently funded projects include a study to evaluate the effectiveness of assistive technologies on the writing skills of students with disabilities, and a six year study of the effects of Head Start services in the public schools.

You may contact Dr. Fifield at: fifield@farside.cc.misu.nodak.edu

Dr. Joe Ferarra -

Dr. Joseph Ferrara is the Associate Director of Development at the North Dakota Center for Persons with Disabilities. His position is responsible for: 1) assisting staff in planning new projects; 2) assisting staff in expanding on current work; and 3) providing technical assistance to schools and state agencies seeking external funding.

You may contact Dr. Ferrara at: ferrara@farside.cc.misu.nodak.edu

Dr. Joan Bonsness -

Dr. Bonsness is a faculty member at Minot State University in the Special Education Department. In the past, Dr. Bonsness has been a classroom teacher working with children with learning disabilities, as well as an administrator coordinating services for children with learning disabilities and behavior disorders.

You may contact Dr. Bonsness at: bonsnesj@warp6.cs.misu.nodak.edu

Assignment:

Contact an expert. Each person on the list above has been told that he/she should not work with more than five students, so if you make an initial contact and the expert tells you that he/she is already working with five students, contact another person on the list. Correspond with your expert and gather ideas which you can use in the classroom. You will summarize your experience in the assignment at the end of this lesson.

☞ go to the next page.

7.3. Using "Help Lines" (pg. 4)

Lesson 6: page 4

Using "Help Lines"

Many organizations will make "help lines" available to help members. A help line is an online bulletin board on which people can post questions and receive input from others. Some help lines are set up so that experts respond to questions posed. Others allow anyone to respond to the questions.

Parent organizations have developed many of these help lines so that parents who have been through similar problems can share strategies, ideas, and frustrations with each other. Other help lines are designed to connect professionals with each other so that they can share ideas across the country.

You need to use the same strategies for evaluating the quality of the people responding to help lines as you do with other internet sources. See Lesson 6: page 2 for a review.

I have developed a Help Line in the course bulletin board to that you can assist each other while experiencing the help line format.

Assignment:

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Go to the course bulletin board named "Help Line" and post a question or concern. Check back for responses and begin a dialog with your classmates. Respond to the questions and concerns of your classmates.

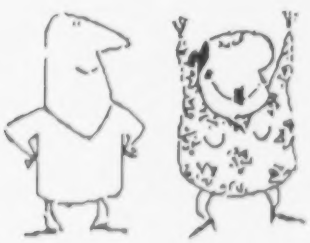
You will receive 5 points for posting a question/concern and 5 points each for responding to classmates (up to 15 points total).

7.4. Summary and Assignment (pg. 5)

Lesson 6: page 5

Summary and assignment

You may choose to implement a new strategy before inviting a peer coach into your classroom. In this case, you may be asking your coach to collect data to determine if the strategy is effective, or being used as proficiently as you hoped.



You may decide to adopt a new strategy in response to information gathered during your peer coaching experience. Based on the data collected, you may search for a strategy which will address the specific problems you find. You can then ask your coach to make another observation after you have implemented the new strategy in order to determine its effectiveness.

The goal is to increase your effectiveness as a teacher and to use the newest and most effective strategies in your classroom. Conducting research to determine new strategies to use will allow you to grow and develop as a teacher.

Assignment:

Using the teaching behavior and student outcome statement you selected, summarize the results of your research regarding techniques which may be effective in

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addressing your issues. You will submit this assignment to me via course e-mail. Restate your teaching behavior and student outcome statement. Summarize the findings of your 1) internet search, 2) consultation with an expert, and 3) use of the "help line". Include a description of your impressions of the research process. Your description should address your satisfaction or frustration with the process, the usefulness of the information, and how you could use these resources in the future.

Your assignment is worth 50 points.

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8. Lesson 7: Use Peer Coaching

Lesson 7: page 1

Use peer coaching

You are ready to actually participate in a peer coaching experience. Using all of the resources in this course, follow the steps and use peer coaching in your classroom. At the end of your workbook, there are forms for you to use for this experience. Run additional copies of these forms so that you can share them with your partner. Remember that if your partner has never used peer coaching, you will need to explain the process to her.

As you move through the steps, contact me via e-mail to keep me posted on your progress. I will also be available to answer your questions, whenever you need help.

Have fun!!!

Lesson objectives:

After completing this lesson, you will be able to:

1. Complete one peer coaching experience in a real classroom situation.
2. Summarize and evaluate the peer coaching experience.
3. Describe how you will change your teaching approach based on the peer coaching experience.

8.1. Final Project (pg. 2)

Lesson 7: page 2

Final Project

Your final assignment is to complete your peer coaching experience and file a report on the experience.

Your final report will be submitted to me via e-mail and should be in the following format. There are Peer Coaching Experience Planning Sheets and Follow-up Sheets in your workbook.

Problem statement

teaching behavior to target

student outcome statement

teaching contexts

description of the data collection methods

summary of the results of the observation

Summary of research conducted to improve your teaching based on the results of the observation

Description of how you will use this information to improve your teaching effectiveness

Your final project is worth 100 points. Check the course calendar for due date.

Note from the teacher:

I want to take this opportunity to tell you that I have enjoyed getting to know you online and wish you the best of luck as you use peer coaching to become an even better teacher. Please feel free to contact me any time in the future if I can be of any help.

Lori